THE NATION'S SCHOOLS

JULY

Classroom teaching via television

Conventions need "take-home" values

Policies for corporal punishment

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THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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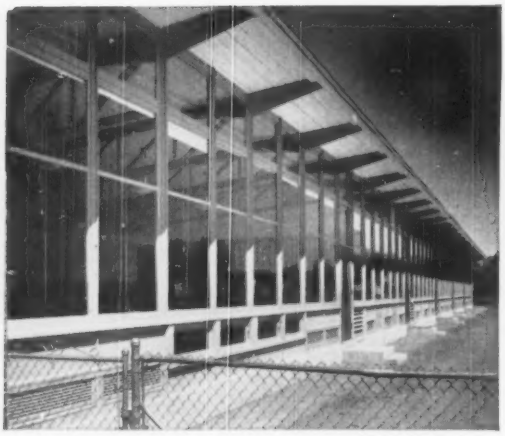

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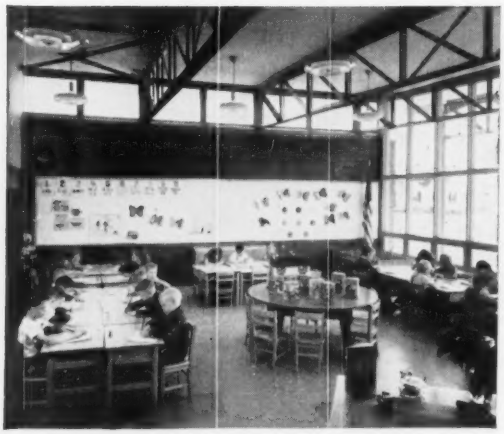

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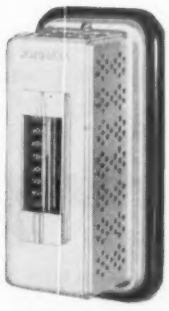

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THE NATION'S SCHOOLS

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS

Earl A. Dimmick

Since last September, a number of fifth graders in the Pittsburgh area have been getting daily TV instruction in reading, arithmetic and French. Results of the program are reported in an interview with EARL A. DIMMICK, superintendent at Pittsburgh (*p.* 35). Dr. Dimmick has been with the Pittsburgh system since 1920, serving successively as teacher, principal, director of guidance, and associate superintendent in charge of elementary education. He is director and secretary of Pittsburgh's educational TV station, WQED. He holds the degrees of doctor of education and doctor of laws from the University of Pittsburgh.

Ray Graham

Most new school buildings do not provide adequately for the education of exceptional children, says RAY GRAHAM. The right kind of provision for these children must be made during the planning stage, not after the new school is built, he points out (*p.* 47). Mr. Graham has been director of special education of exceptional children for Illinois since 1943, taking some 22 years of experience in Illinois schools to that position. He had served as superintendent at Viola, Easton and Mason City and as principal of the Ray-Edwards School, Springfield. He has taught and written extensively in the field of special education. J. M. BARROW, architect, of Urbana, Ill., is co-author with Mr. Graham.

Roy S. Ricketts

Supplies or equipment? It's often a tough question for school business officials to answer in determining budget classifications. ROY S. RICKETTS, member of the national accounting committee of the Association of School Business Officials, describes some workable standards the committee developed for A.S.B.O.'s new accounting handbook (*p.* 70). Before entering the field of school finance, Mr. Ricketts was a public accountant and held various accounting positions in private industry. He has been associated with public schools in Peoria, Ill., since 1948, as controller, chief finance officer for the board of education, and office manager for the administrative offices.

Real problems to be solved, real patience, and a lot of appreciation are necessary ingredients for developing active community support of the schools, says EDWARD G. OLSEN (*p.* 41). Dr. Olsen has been education director for the National Conference of Christians and Jews in Chicago and northern Illinois since 1951. Before that time he was a member of the faculty of the University of Texas' school of education. He has also served as director of the school of education at Russell Sage College, Troy, N.Y., and was for several years acting chairman of the department of education at Colgate University, Hamilton, N.Y.

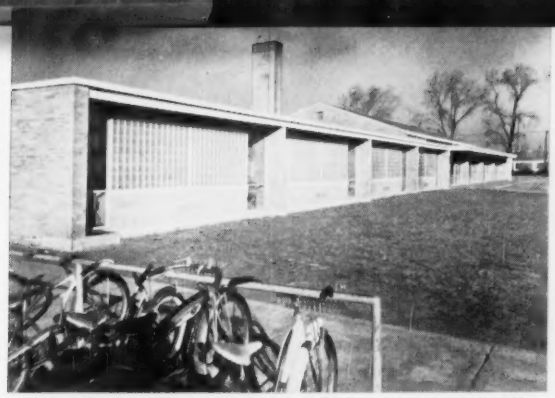
William W. Theisen

Does your school district have a five-year plan? Long-range planning can save the taxpayers money and the school board worry. WILLIAM W. THEISEN makes this observation from long experience (*p.* 64). As assistant superintendent at Milwaukee, he has been in charge of educational planning of school buildings and chairman of the five-year planning commission there since 1922. Dr. Theisen, who retires this year, has had general responsibility for research, life advisement, curriculum, welfare and budget during his 34 year tenure. He is currently president of the National Council for Schoolhouse Construction. Dr. Theisen is a past president of the American Educational Research Association and associate editor of the *Journal of Educational Research.* He has taught courses in administration, methods, educational tests and measurments, curriculum, research, educational psychology, school building, and public relations at a number of universities and holds a master's and a doctor's degree from Columbia University.

T. A. Shaheen

Too often, the school budget is an opaque subject in the eyes of the community. But at East Paterson, N.J., an opaque projector is used to dramatize and clarify the needs of the schools. On page 76 Supt. T. A. SHAHEEN tells how the projector is used at public hearings on the school budget. Mr. Shaheen has served as superintendent at East Paterson since 1953; earlier he was superintendent at Terryville, Conn. When appointed to his first superintendency at Hopkinton, R.I., in 1945, Mr. Shaheen, aged 27, had the distinction of being the youngest superintendent in the state.

NELLE LEE JENKINSON reviews the recent book, "Audio-Visual Procedures in Teaching," by Lester B. Sands (*p.* 78). Miss Jenkinson joined the staff of the division of audio-visual education in St. Louis in 1937, becoming assistant director of the division, in charge of audio-visual services, in 1946. Before going to St. Louis, she taught at Festus High School, Festus, Mo., for a number of years.



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THE ADMINISTRATOR'S Clinic

Trend toward uniformity . . . Minority groups need to be employed . . . Better balance needed . . . Teaching adults

By CALVIN GRIEDER, professor of school administration, University of Colorado

Why do we fight change? The American school system is perhaps the most self-critical institution in the world, yet paradoxically it is in some ways the most complacent. On the one hand there is a great deal of soul searching, a constant attempt to define its proper sphere and to discover better ways of doing its job. On the other hand there is much resistance, among both laymen and professionals, to anything new or different.

A generation ago Henry Suzzallo attributed to the school district system the chief credit for our schools' vitality, citing freedom for experimentation and for the play of local initiative as the essential factors. Since then his optimism has not been fully justified. Those concerned with educational programs seem to be succumbing to the general trend of the times described by Riesman and others in "The Lonely Crowd"—a trend toward uniformity colored by fear of being different from others.

With all our vaunted enlightenment and rational outlook, something new or different from accustomed ways is suspect. Professional resistance to merit rating and to putting into practice the findings of research are examples. Lay opposition to district reorganization and federal aid has been strong; only recently are there signs of better acceptance.

It would be tragic if American schools and educators lost for good that genius for individuality about which Suzzallo was so sanguine.

Needed: a little more balance. In somewhat the same vein, the pendulum of educational thought and practice swings back and forth, as various ideas gain credence, in time are discredited and replaced by those earlier discarded, and so on. It is interesting to see this reflected in articles in current popular as well as professional journals. For example, there is a swelling interest in the education of gifted or above average children, which harks back to the Twenties, when ability classification was the rage. It seems also to be a reaction against preoccupation with the handicapped, which has got so much attention since 1920.

Again we read more and more articles on the need for sterner discipline and greater emphasis on academic achievement, which hark back even farther. For two or three decades intensive efforts have been made to keep every kid in school just as long as possible whether he achieves and behaves well or not.

There seems to be as little chance of attaining equilibrium as there is of stopping the ebb and flow of the tides. We have a proclivity for getting steamed up about something and going hogwild on it. Then a reaction sets in, and we reverse our field and go wild again. Probably a balance between extremes would be better, but human nature being what it is, will we ever have it?

Employment for minority groups. Has not the time arrived when a more positive position should be assumed by school boards and administrators on the employment of Negro, Spanish-American, and other teachers who are members of minority groups? Mere minority group membership should certainly not, of course, be a controlling qualification. However, a more aggressive search can be made for those who qualify on the regular bases. While there are some very bright spots in the total picture, few, if any, city school systems have a percentage of minority group teachers matching the percentage in their total population.

Partly this is a matter of justice and fairness. It is also partly a matter of exemplifying high flown pronouncements on tolerance and freedom from discrimination which we hear so often, especially in northern states. This is a lot harder to do than to talk about. Fair employment laws help a little, but the schools shouldn't have to have a law to assure that the right thing is done. The U.S.A. can stand a lot of education along this line, and the schools ought to be in the vanguard of such educational efforts.

Being receptive to the applications of professional workers who are of the minority groups will not suffice. In many sections of the country equal opportunities have long been denied—by devious and evasive methods, tacit "understandings," and the like. That makes it necessary, after the doors of opportunity have been opened, to spread the news.

Prospective employes, for their part, must be completely willing to meet standards of employment qualifications. The standards should be based on merit and impartially administered.

Equal attention for adult education. The dizzy pace of change in our time may make what is usually looked upon as a side show of the educational system more important than the main tent.

In American education the chief task of the schools has always been and still is the instruction of children and youth, and I suppose this is generally true throughout the world. The most ardent exponents of adult education marshal strong arguments for *its* support—and they make sense and increasingly more sense as the rate of change in our culture accelerates.

Among all the claims made by adult educationists the one that strikes ever closer home is that change is proceeding so fast and in so many directions that society can't afford to wait for children to grow up and cope with everything. By the time they mature, conditions are so different that their educational experience is mostly out of date.

By and large, the state school systems are barely at the threshold of adult education. The possibilities are only beginning to be explored and exploited. While few, if any, would suggest the place of second fiddle for the education of children, it is thoroughly defensible that adult education be given *equal attention.* Visionary as this may sound today, it is entirely conceivable that 20 years from now it will be a fact. Even that short a period is dangerously dilatory.

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READER OPINION

School Lunch Program for 2000 A.D. Envisioned

Like many of your other readers, I not only thoroughly enjoyed Dean Walsh's article, "Education in 2000 A.D.," but hope to see the school he described in existence.

I would like to emphasize the potential of further incorporating the school lunch program into the curriculum. With future food processing developments, I visualize in 2000 A.D. the master teacher's presentation of economic geography of the world followed up by the classroom teacher's preparation of lunches representing a typical meal of the country discussed.

Opening a container about the size of a cigar box, she withdraws 40 match box size packages. The tiny dehydrated irradiated meal is placed in a reconstituting unit which replaces the moisture and heats the food. The lunch, in its plastic package expands as the food absorbs its previously dispersed moisture content, until a complete meal rests on a full size plastic disposable compartment cafeteria tray. The tropical food source of the world, the Central Kenya Plateau of Africa, has opened its bounty; the dehydrated steak is from the recently developed crossbreed cattle which mature in from a year to 18 months to 2000 pounds. The luscious tropical salad is equivalent to that plucked from the fertile plateau just yesterday. As the children finish their lunch of tomorrow, the classroom instructor informs them that tomorrow they will discuss oceanology and their lunch will equal that of Jules Vernes' *Nautilus* crew, whom the pupils are reading about in their English literature course.

Food service preparation equipment, if present advancement in radiation and dehydration continues, will occupy no greater space than 18 by 24 by 30 inches. Power from the atom and moisture from the atmosphere will completely reconstitute meals in completely disposable utensils in from three to five minutes.

Foods from all over the world will be utilized further to illustrate and apply instructional material to the everyday living of tomorrow—ROBERT E. OHLZEN, *buyer, Chicago Board of Education.*

"Education in 2000 A.D." Sounds Like Education Today

The article "Education in 2000 A.D.," featured in the April issue of The NATION'S SCHOOLS, gets off to a safe start by stating that schools built today may be obsolete in many respects before they are 25 years old. In some respects, almost anything built today is obsolete before it is off the drawing boards. That fact shouldn't be interpreted to mean that we would be better off to build inadequate schools for today's needs. It seems logical that, in our antiquated way, we should do the best we can in building school buildings for today's children.

The curriculum of 2000 A.D. will apparently have some new terms—not a difficult prediction. It can be expected that the curriculum of 1957 will have new terms, if past experience is any indicator. However, the 2000 A.D. curriculum will not be greatly different. And when it is said that the "curriculum areas . . . will loom large in the learning activities and experiences in all grades and at all school levels . . . with adaptation of the material taught to the comprehension and learning levels of the pupils" it

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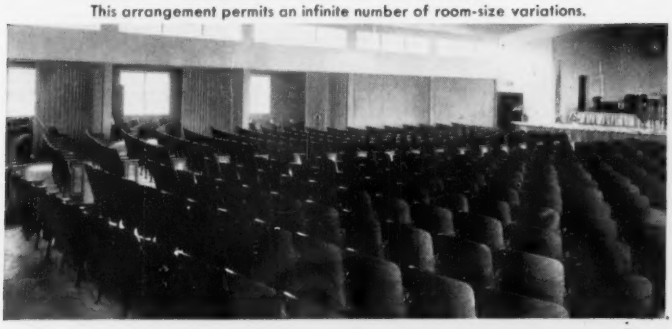

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Reader Opinion, Cont.

can be safely said that a better statement of today's goal could not be made.

Life in 2000 A.D. begins to sound too organized when it is said that "we shall not be able to afford the luxury of casual or decorative learning, of mental gymnastics, of learning for learning's sake. . . ." Come, now, with all that leisure time there should be some provision for indulging oneself in the impractical.

The author's "three C's" (comprehension, creation and communication) that are going to replace the three R's don't sound entirely new. Of course, it is to be expected that what we will need to comprehend, create and communicate will be different. The author goes on to say that "ability to read, to write like a copperplate, and to figure complicated arithmetic problems will not suffice for the student and citizen of tomorrow." The educator of *yesterday* and *today* has been and is being attacked because of the many items that have been added to the curriculum. Few people, the attackers included, feel that the three R's are all that is needed by the student and citizen of today. The problem lies in striking a balance and then doing an effective job in all areas.

The conception of schoolhouses on large park-like plots of land, a 12 month use of school buildings, and small neighborhood schools for nursery, kindergarten and primary children are old dreams that we can hope will be fulfilled by 2000 A.D. However, if the author is correct, it appears that now the multipurpose school is going to be an outgrowth of the multipurpose room. It should be our fervent hope that too many children won't be crushed to death by the moving partitions that are going to replace the fixed and semi-movable variety of partitions in today's schools. We will probably have a new type of expert by that time—the sliding wall consultant.

We tend to forget at times that there is no status quo. Everything material must change with time. "Education in 2000 A.D." is likely to stimulate many of our rutted minds. Most anything that can get the educator's mind off the pressing problems of today, even if for a short time, and project his thinking into the future is performing a service. — JACK CUSHMAN, *assistant to the superintendent, Glencoe, Ill.*

How to make School Maintenance *A Beneficial Program*

rather than an expensive chore

When asked the definition of school maintenance, an administrator once said, "Well, it's nothing more than keeping the building and equipment clean . . . and, of course, making the necessary repairs or replacements." But he has changed his opinion.

Today . . . with all its high costs and high taxes . . . you can't afford to be content with "keeping the building and equipment clean." Too many "necessary repairs or replacements" are sure to follow. Progressive school administrators and custodians realize that maintenance now must mean *preserving* as well as cleaning . . . *rejuvenating* depreciated floors to prevent so many repairs or replacements . . . adopting a definite program that will assure the longest possible building life and best educational returns on the original investment. It's not just an expensive chore.

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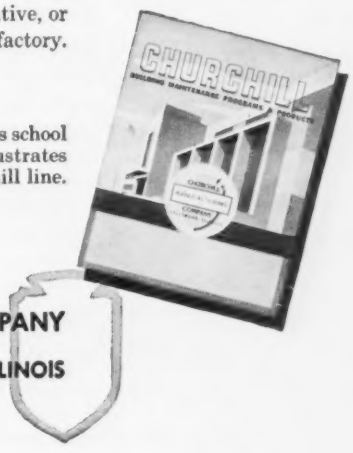

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ROVING REPORTER

"If You Dress Sloppy, You Act Sloppy" • Junior High Pupils Join Library Club • Community Service Is Part of Cosmetology Course

"IF YOU DRESS SLOPPY, you act sloppy." That's one student's comment on the "dress right" campaign in Detroit schools. Purpose of the campaign is to improve students' behavior, and the purpose is being achieved.

Methods used in the different schools vary. School officials may list clothing not to be worn in school or student organizations may tell boys and girls what is considered suitable school clothing. In any case, schools do not begin the program until parents and student groups have approved.

Generally, the schools aim to have students dress like "business" men and women. Specifically, shorts, blue jeans and levis are banned except in neighborhoods where parents are financially unable to buy more expensive clothing.

At Mumford High School, student council members take boys and girls entering the school on a tour, pointing out what kind of clothing is acceptable. Counselors from Northern High

School go to elementary and intermediate schools to outline high school policies to the pupils. Cody High School has a meeting of parents at which the clothing problem is discussed.

Students act better when they are well dressed because they are more dignified, explained a student council member at Mumford. "When you wear old clothes," he said, "you don't think much about scuffling or falling down. But when you try to appear neat you avoid action that would spoil your appearance."

School officials and students point out that, while good clothing has improved behavior, wearing unusual clothing does not cause a student to act up.

"Groups of boys may wear unusual clothing and get into trouble," said Clarence H. Hiller, assistant principal at Cooley High School. "But we have the same boys causing trouble when they conform to our regulations on what to wear. Their unusual clothing is a result of their thinking."

LIBRARY WORK is not "sissy stuff"; in fact, it's fun.

That's the view of members of the junior high school library club at Champaign, Ill. There are 96 members in the two divisions of the club: the library projection division for the film department and the library staff division for general library work.

Under the direction of the library staff, older club members teach new ones about library technics and operation of the visual aids department equipment. This equipment includes an opaque projector, five movie projectors, two filmstrip machines, and several slide projectors, slide carriers, and movie screens.

Teachers indicate on a form sheet where and when they want a film shown. After a daily schedule of showings is typed, the library club members are ready to take over.

Each pupil who shows a movie has an operator's certificate. He signs the card to show that he will keep the equipment clean and in working order, will double-check the threading operations, will be prompt for all showings, and will stand by the equipment while it is being used.

Other club members work in the library, checking out books, lettering code numbers on new books, shelving returned books, repairing torn ones, checking pupils' hall passes, and reading and rating book club selections.

In the fall members give short talks to interest other pupils in joining the library club. When new members join, they are assigned various types of work for which they receive activity points. For working five 40 minute periods a week a pupil receives 10 activity points.

COMMUNITY SERVICE is part of the vocational course in cosmetology at Norwood High School, Norwood, Ohio.

Students are required to have 1250 hours of practice work before they are eligible to take the required state board examinations. The first 300 hours must be free work for each other, parents, friends or persons in tax supported homes and hospitals.

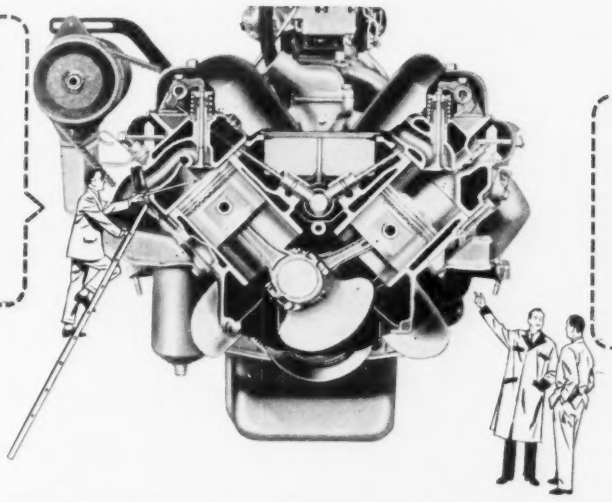
Under the supervision of their teacher, Myrtle Tharp, the girls began to go to two of the orphanages and to the county home to cut hair. The girls were so touched by the gratitude of the children and the older people that they decided to give little treats or parties for their "customers" on special holidays.

At the request of the Red Cross, the students also began giving their services to children at Longview State Mental Hospital. At first the Norwood students went to the hospital; now the children come to the school. Their hair is cut or trimmed, and girls who need one are given a permanent wave twice a year. Every child is given a shampoo, a wave set, and a manicure.

Social workers talk to the students, teaching them about disturbed persons and how to serve them. Working with the disturbed children, the girls acquire a new attitude toward mental illness and rejoice to see the improvement in the children's condition during the two years they work with them. Nurses and attendants who accompany the children to the high school praise highly the effect of the improvement in the appearance of their patients.

After a student has had 300 hours of experience she may serve the public and charge for materials used. These clients, says Miss Tharp, are more critical of services and initiate the students into the atmosphere of the professional beauty salon. But the students continue to go each month to the country home to serve the bedridden women there.

Longer engine life
with modern short-stroke design



Extra safety
through highly efficient performance

These V8 advantages are available in whatever Chevrolet chassis model you choose!

CHEVROLET It's the ultra short stroke of Chevrolet's famous V8's that pays off in longer engine life. A shorter stroke means less piston travel, and that means less engine wear. Less maintenance expense, too.

And it's the highly efficient way these V8's perform that brings you extra safety. Components are more compact, waste weight is at a minimum—so you're sure of plenty of pulling power exactly when you need it.

You get these important V8 advantages as standard equipment in the big 60-pupil models. In other Chevrolet school bus chassis models, V8's are optional at extra cost.

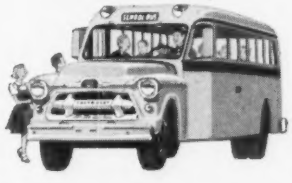
You can be sure that all models meet or exceed the most recent National Minimum School Bus Standards. See your Chevrolet dealer for complete details. He'll be glad to provide specifications. . . . Chevrolet Division of General Motors, Detroit 2, Mich.

Name your capacity . . . Chevrolet's got it!

10802—*240-inch wheelbase, 60-pupil capacity body.*

8802—*240-inch wheelbase, 60-pupil capacity body.*

6802—*220-inch wheelbase, 48- to 54-pupil capacity body.*



6702—*194-inch wheelbase, 42- to 48-pupil capacity body.*

4502—*154-inch wheelbase, 30- to 36-pupil capacity body.*

DOUBLE-DUTY CARRYALL
—*standard 8-pass. truck model.*

New Chevrolet School Bus Chassis

Fenestra
SCHOOL DESIGN NEWS

Fenestra Galvanized-Bonderized Intermediate Steel Window curtain walls give O'Neal School the

LOWEST LIFETIME WINDOW MAINTENANCE COSTS!

O'Neal Elementary School, Poplar Bluff, Missouri. *Architect:* Glen Drew, Poplar Bluff, Missouri. *Contractor:* George A. Gassman Construction Company, Poplar Bluff, Missouri.

One of the quality features of the schools designed by Glen Drew, AIA, Poplar Bluff, Missouri, is floor-to-ceiling curtain walls of Fenestra Galvanized-Bonderized Windows.

This design saves money two ways! First, during construction, the prefabricated window sections are quickly installed to enclose the building and eliminate work lost because of bad weather. Second, the exclusive Fenestra Galvanized-Bonderized finish assures minimum window maintenance cost for the life of the building. No painting is needed and the strength of steel keeps the windows weather-tight and easy to open. They will never warp, sag, swell or stick, and the hardware stays on even with hard use.

Hot-dip galvanizing is recognized as the finest finish for steel windows. The zinc surface actually alloys with the base steel! Fenestra galvanizing is done in a special plant with automatic controls to assure a smooth, uniform surface. Then the windows are Bonderized for extra protection and to prepare them for decorative painting, if desired.

Fenestra Galvanized-Bonderized Intermediate Steel Windows are made in a wide range of styles and sizes for all types of school designs. For complete information call your local Fenestra Representative —listed in the Yellow Pages—or mail the coupon below.

Here's how Fenestra Galvanized-Bonderized Intermediate Steel Windows are used to form the complete exterior curtain wall for O'Neal School classrooms. They are easy to frame with the Fenestra Acoustical Building Panels used for the structural roof and overhang. The sill vent is glazed and painted in bright colors for extra decoration.

These bright, cheerful classrooms make school more enjoyable for students and teachers. The Fenestra Intermediate Projected Windows give maximum daylighting. Strong steel keeps them weather-tight and always easy to open. A light touch of the hand is all that's needed. Choose Fenestra Galvanized-Bonderized Intermediate Steel Windows for your next school building.

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INTERMEDIATE
STEEL WINDOWS

Your Single Source of Supply for
DOORS • WINDOWS • BUILDING PANELS

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Detroit 11, Michigan

Please send me complete information on Fenestra Galvanized-Bonderized Steel Windows for Schools.

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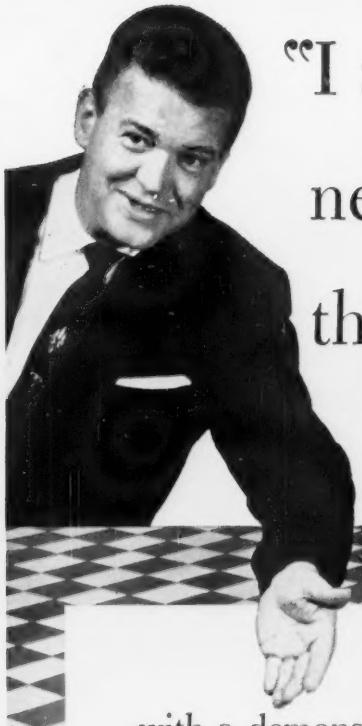
FIRM_____

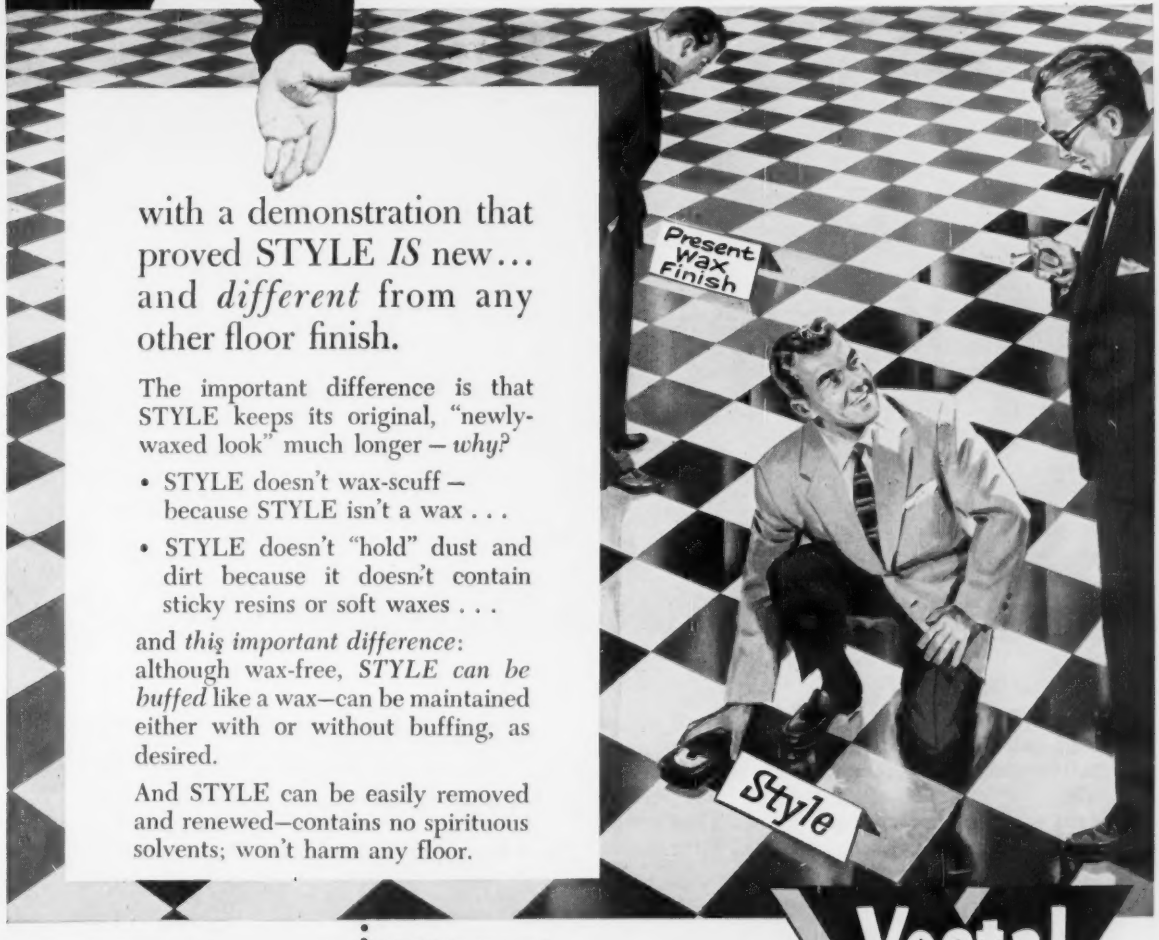
ADDRESS_____

CITY_____ STATE_____



"I asked Vestal to prove their new *Style* out-performs the floor wax we use now!

....*and they did!*



with a demonstration that proved STYLE *IS* new... and *different* from any other floor finish.

The important difference is that STYLE keeps its original, "newly-waxed look" much longer – *why?*

- STYLE doesn't wax-scuff – because STYLE isn't a wax . . .
- STYLE doesn't "hold" dust and dirt because it doesn't contain sticky resins or soft waxes . . .

and *this important difference*: although wax-free, *STYLE can be buffed* like a wax–can be maintained either with or without buffing, as desired.

And STYLE can be easily removed and renewed–contains no spirituous solvents; won't harm any floor.

Vestal
INCORPORATED
ST. LOUIS 10, MO.

You'll be helping yourself, and your maintenance personnel by tearing out and mailing this coupon before turning this page.

VESTAL, Incorporated
4963 MANCHESTER AVE., ST. LOUIS 10, MO.

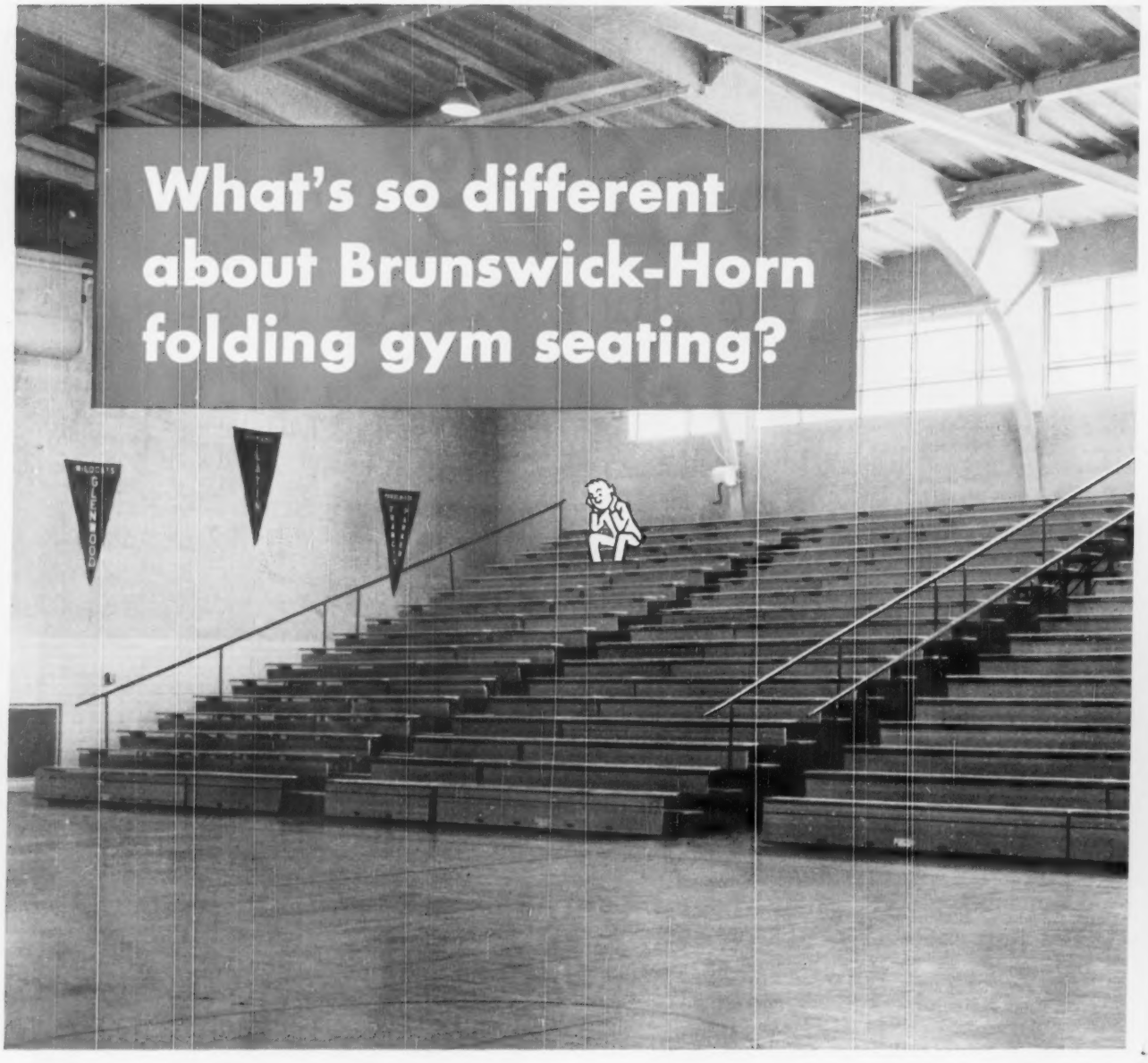
Gentlemen: I'd like a free demonstration of your new STYLE floor finish.

Name_____ Title_____

Company_____

Address_____

City_____ State_____



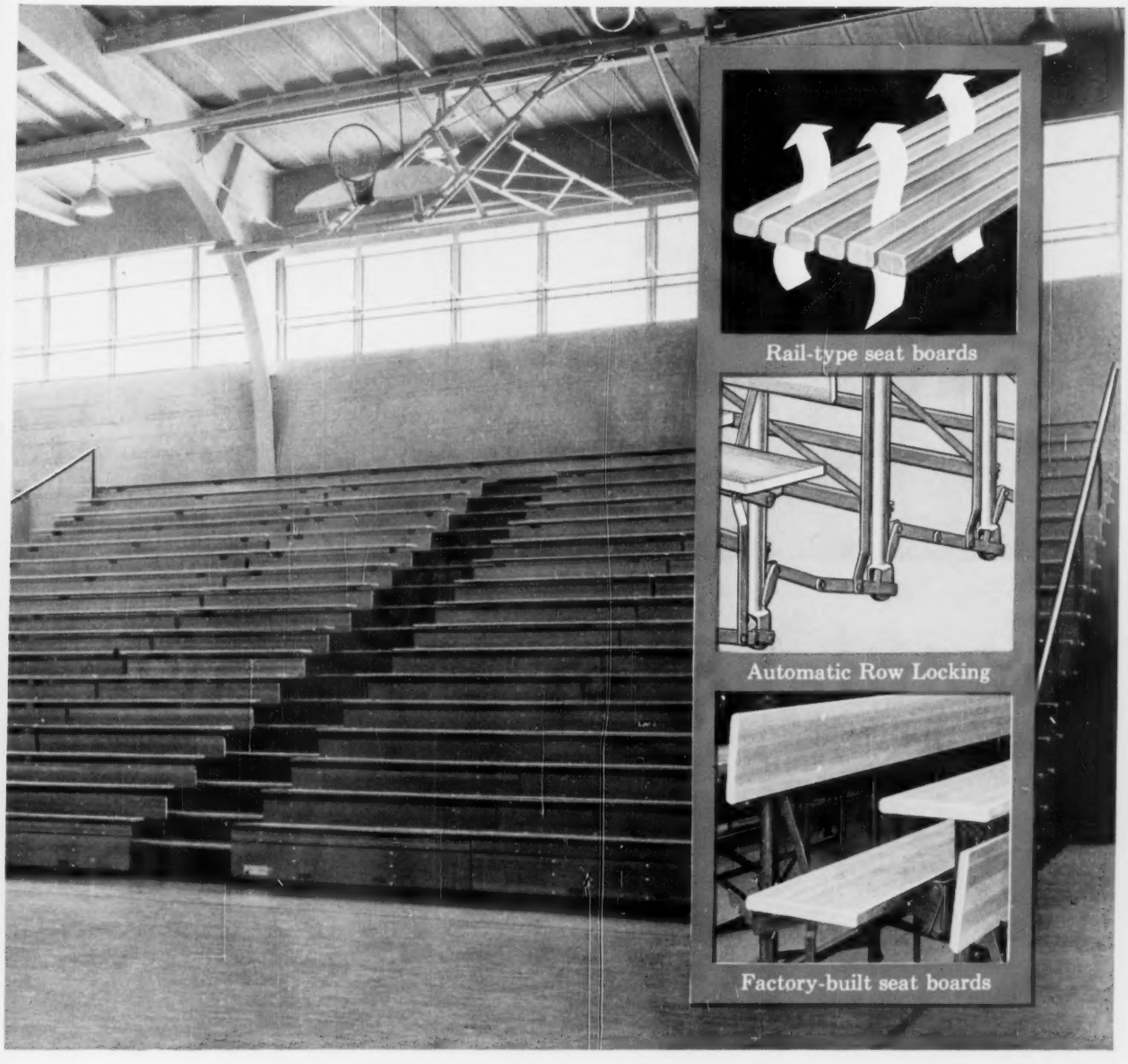
The difference? It's a combination of exclusive features that adds up to greater comfort, safety, convenience, economy and value. That's why you cannot afford to purchase folding gym seating on "low bid" alone. That's why specifications cannot be written "Brunswick-Horn or equal."

Why not discuss these features with your Brunswick-Horn representative today?

• *Exclusive*: **Rail type boards eliminate costly ventilating problems.** Air circulates freely between the rails of seat, foot and skirt boards so that wall-located vents continue to operate efficiently. Lighter, more resilient too.

• *Exclusive*: **Fully-automatic, mechanical row locking without the weight of spectators.** Each row locks automatically and mechanically even when partially opened. Eliminates accidental folding when not completely filled.

FOLDING GYM SEATING • FOLDING PARTITIONS • FOLDING STAGES • FOLDING WARDROBES



Rail-type seat boards

Automatic Row Locking

Factory-built seat boards

• *Exclusive*: **Complete factory control of all board manufacture.** Only Brunswick-Horn handles the whole job right in its own factory, right from raw lumber, through kiln-drying to finishing. Laminated, edge-grain boards available in three types.

• *Exclusive*: **Floor plates and anchors are eliminated.** All tubular column supports are fitted with wheels to allow for normal movement of the gym floor as it expands and contracts. Result: floors cannot buckle, games are played on schedule.

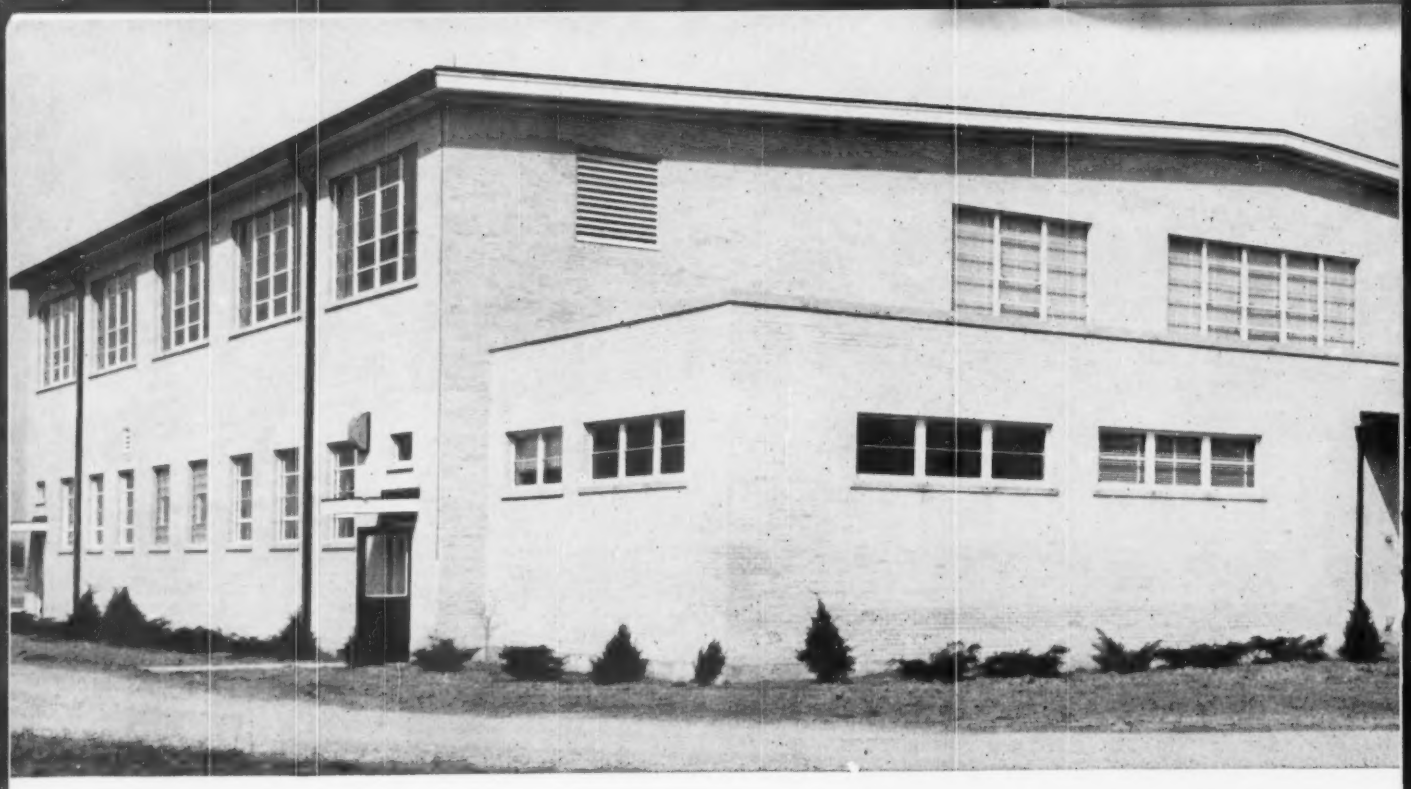
• *Exclusive*: **Chair-height seats . . . 18 inches . . . guarantee** comfort. Ample toe and heel space allows easy access to all seats. Spectators need not rise to let late comers pass. Crowds have unobstructed view of playing floor at all times.

• *Exclusive*: **Maintenance costs hit a new low.** Foot boards tilt to drop litter to the floor. Tubular column supports extend and fold in the same plane so that litter is not carried back and under the unit. Sweeping out is an easy job.

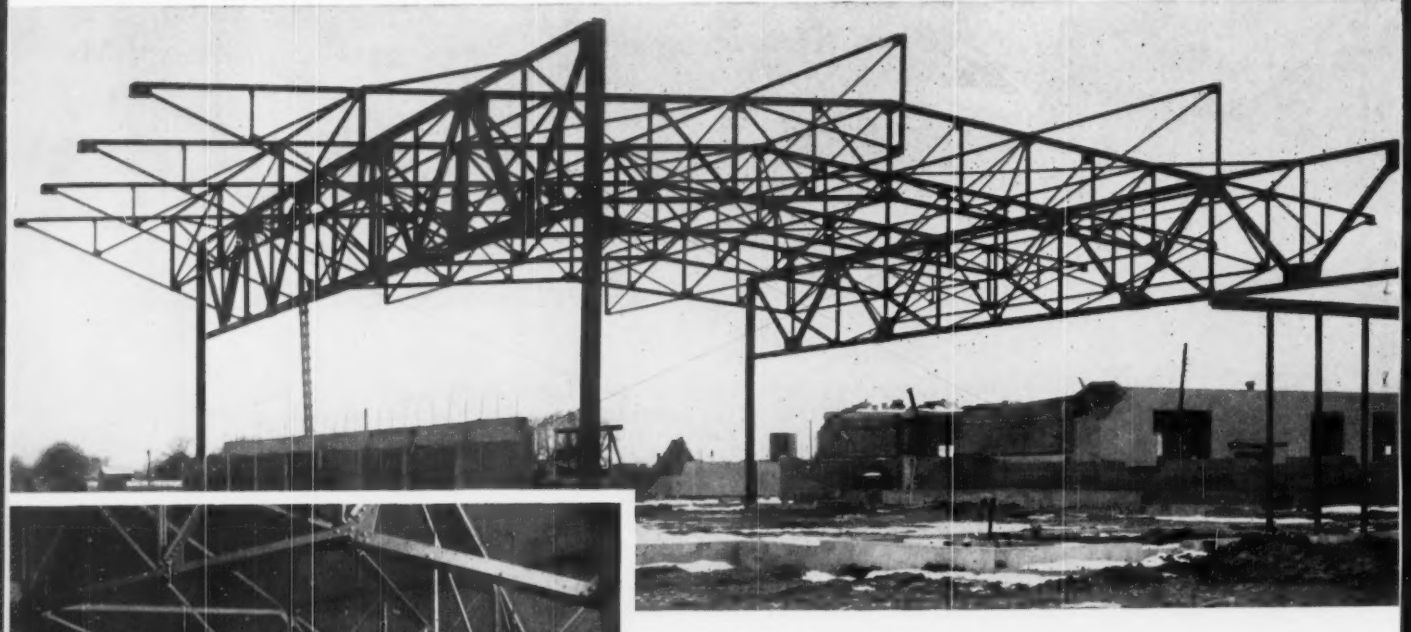
THE BRUNSWICK-BALKE-COLLENDER COMPANY

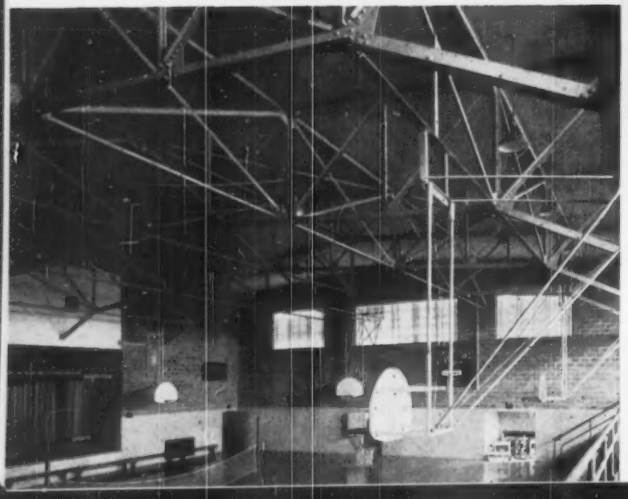
Horn Division • Marion, Virginia

Brunswick Horn



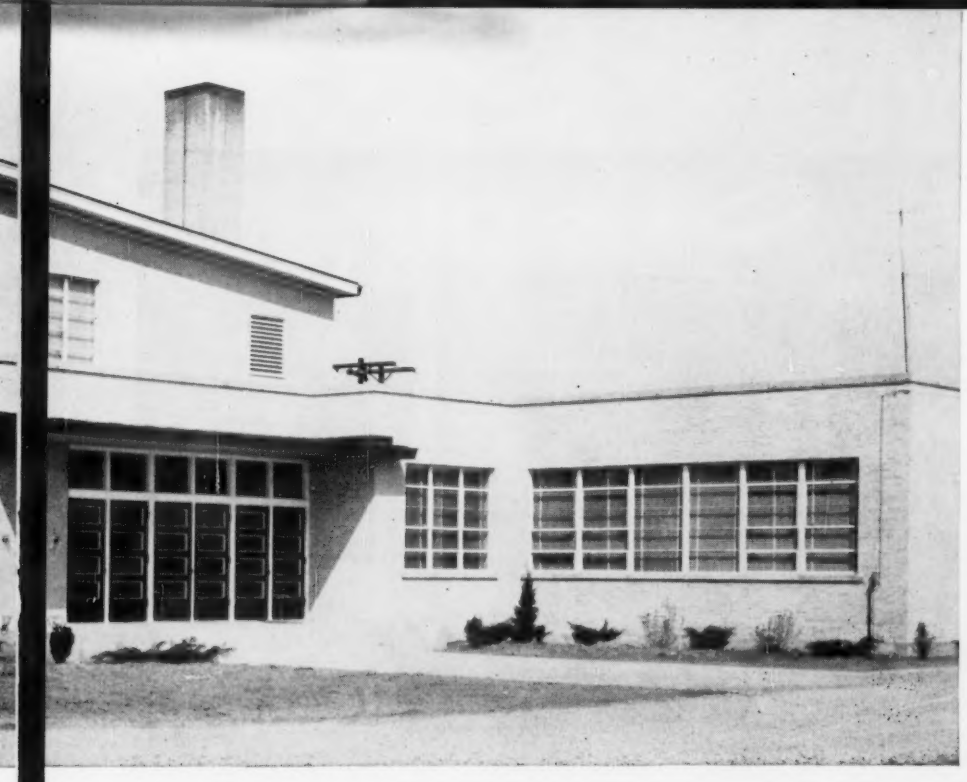
Structural Steel Framework





THE COMPLETED structural framework. The trusses, which appear to be cantilevers, are actually wall-bearing.

INTERIOR of the gymnasium. Architects were Berger-Kelley & Associates, of Champaign, Ill. General Contractor was Hart & Reilly, Mattoon, Ill. The steel was fabricated by Mississippi Valley Structural Steel Co., Chicago, Ill.



THE GYMNASIUM of Stewardson-Strasburg Community High School. The school is located between the towns of Strasburg and Stewardson, Illinois, which are seven miles apart.

erected in one operation

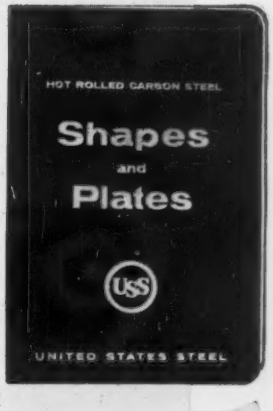
keeps gymnasium construction costs low

Because the steel erector had to travel a considerable distance to the job site, the gymnasium of Stewardson-Strasburg Community High School was designed so that the entire steel framework could be erected in one continuous operation without interruption by other artisans.

When the steel erector had finished, the masons moved in. The trusses, which appear to be cantilevered in the construction photograph, are actually wall-bearing. Other structural steel on the job, such as the placing of lintels, was handled by the masons. Thus, the steelworkers and the masons were on the job at different times, eliminating any delay whatsoever in the progress of the job. The building went up quickly and economically.

In school construction, where economy in both materials and man hours is so important, where strength and safety are absolutely essential, you won't find a better building material than Structural Steel. It is the most economical of load carrying materials —and the strongest. It will take all kinds of abuse, effectively resisting tension, torsion, shear and compression. Once enclosed in buildings, it will last indefinitely, requiring no maintenance.

Structural Steel is equally adaptable to riveting, welding or bolting, and can be erected in any weather in which men can work. Furthermore, since it is fabricated indoors, weather can have no effect on the quality of workmanship. For further information, return the attached coupon.



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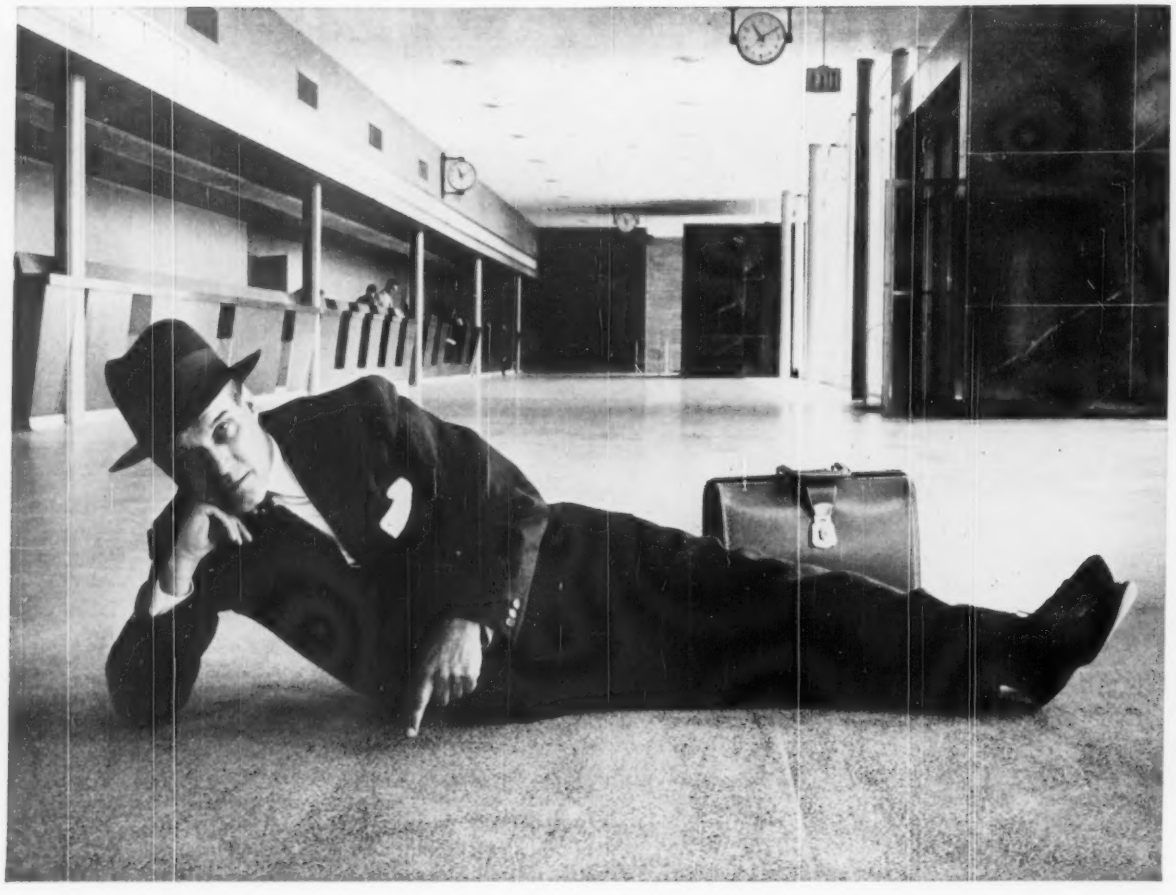

What's so unusual about this terrazzo floor?

This terrazzo floor seldom needs scrubbing. It requires only half the wet-moppings you'd expect. It's swept in no time at all. Stains are easily wiped off. And it's not the least bit slippery.

This floor has been sealed with T-Guard, a new no-wax terrazzo seal from Holcomb.

T-Guard actually penetrates terrazzo—fills the thousands of dirt-catching pores—provides a tough, invisible seal that defies dirt and traffic.

It seals so tight that daily dirt stays on the surface, where it is easily whisked away with brush or sweeper. It's a long time between wet-moppings when you seal with T-Guard—and a longer time between scrubbings!

One application of T-Guard will give you months of anti-slip protection, months of terrazzo floor beauty, months of sharply reduced maintenance costs.

Let a Holcombman demonstrate T-Guard on your floor. He can show you in minutes how to save hours of cleaning time. For the name of your nearest Holcombman, write:

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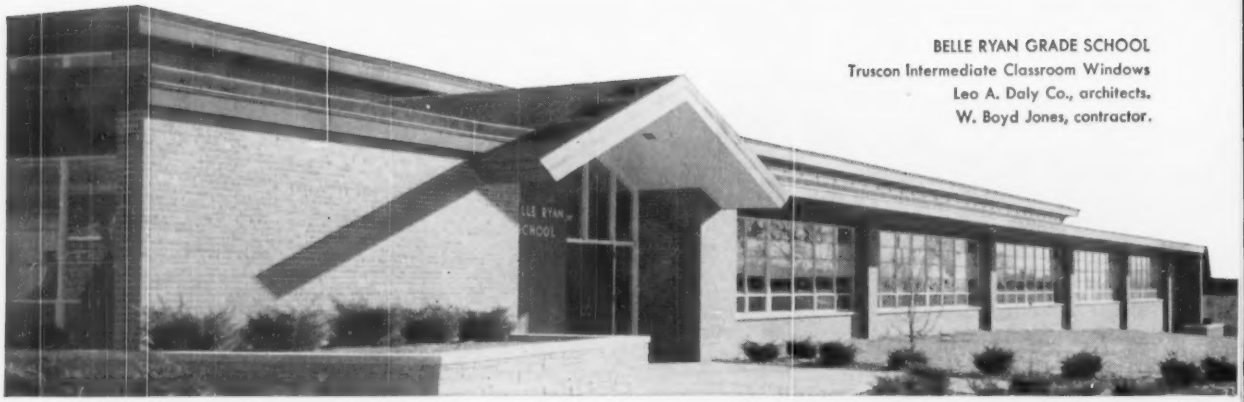


BELLE RYAN GRADE SCHOOL
Truscon Intermediate Classroom Windows
Leo A. Daly Co., architects.
W. Boyd Jones, contractor.

TRUSCON STEEL

Capture sun and sky for these

The City of Omaha, Nebraska, is investing in school "futures." Erecting substantial, well-designed buildings that will serve for many years. Insuring against premature obsolescence and future classroom shortages.

As an example of foresighted design, Truscon® Intermediate Classroom, Intermediate Projected, and Donovan® Steel Windows are daylighting these six recently erected Omaha schools.

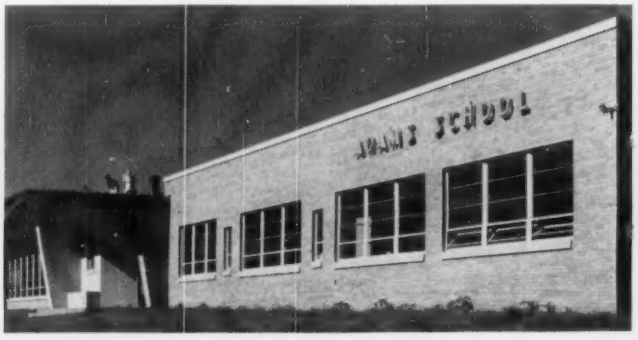
Truscon Steel Windows are light, bright, weathertight. Being steel, they offer the inherent structural strength necessary for use in large unsupported glassed areas. They won't warp, swell, shrink or rot. They are designed specifically for school daylighting and ventilation.

Truscon offers window types and sizes for every elementary school, secondary school and college need, including classrooms, gymnasiums, auditoriums, cafeterias, dormitories, laboratories, power plants and offices. All are engineered to the application.

Sweet's File, section 17b/Tr, has more facts, specifications and details. Or, send coupon for your personal Truscon Window and Door catalog (A.I.A. File No. 16-E).

More Republic Steel Products for better school construction include Steel Lockers, Wardrobes, Shelving and Office Furniture made by Berger Division; Truscon Steel Joists, Ferrobord® Roofdeck, Metal Lath and Reinforcing Products; Republic ELECTRUNITE® *"Inch-Marked"® E.M.T. Rigid Steel Conduit; Republic ENDURO® Stainless Steel. Send coupon.*

SHERMAN SCHOOL
Truscon Intermediate Projected Steel Windows
Steele, Sandham and Steele, architects.
H. W. Stitt Construction Co., contractors.



ADAMS SCHOOL
Truscon Intermediate Projected Steel Windows
Noel S. Wallace, architect.
A. Borchman Sons, contractors.

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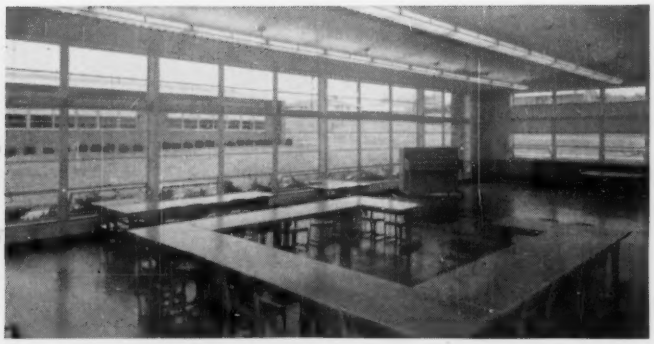
JEFFERSON SCHOOL
Truscon Intermediate Projected Steel Windows
Steele, Sandham and Steele, architects.
Parsons Construction Co., contractors.

WINDOWS
Omaha schools



WESTERN HILLS GRADE SCHOOL
Truscon Intermediate Classroom Windows
Noel S. Wallace, architect.
Shelton and Sons, contractors.

FONTENELLE GRADE SCHOOL
Truscon Donovan® Steel Windows, mechanically operated
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- ☐ Truscon Steel Windows
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Any way you look at it Formica surfaces are easy on the eyes. The many pastel and light wood Formica colors are not only beautiful, but reflect light to the proper degree to prevent glare.

But Formica on tables, desks, window seats, walls, home economics kitchens and other heavy traffic areas is best justified by cold arithmetic. Because super smooth Formica resists scratching under hard daily use, it never requires painting or refinishing – its first cost is the last cost. Easy, damp cloth cleaning of Formica means real savings in yearly maintenance.

There are many expert Formica fabricators the country over. Many school systems use their own woodworking shops to resurface existing worn furniture.

A Formica representative will gladly explain how you can best apply Formica to meet your needs. Call your local Formica office or write

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Customers buy Formica because it is a brand name they know and trust.

DEMAND THIS CERTIFICATION

We protect this faith in our product by certifying every sheet with a wash-off Formica marking. It is for your protection and guarantee that you are getting genuine Beauty Bonded Formica.

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Beauty Bonded FORMICA Laminated Plastic Pays in Performance

Guaranteed by Good Housekeeping

Seeing is believing. If this wash-off identification is not on the surface, it's not FORMICA.

there's a RIXSON concealed closer or pivot set for every door

ENTRANCE • VESTIBULE • INTERIOR

According to your requirements in appearance, hanging style, function and construction detail, YOU CAN SPECIFY RIXSON THROUGHOUT.

offset hung

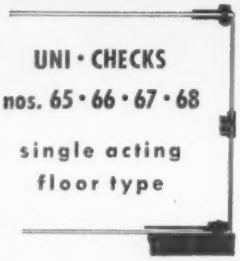
nos. 18 • 20 • 25

single acting

floor type

for entrance, vestibule and interior doors—where full unobstructed door opening space and wide door swing (to 180°) are important. Special styles are available for fire doors and x-ray room doors. Arm locking arrangement allows vertical adjustment of door.

offset hung



UNI • CHECKS

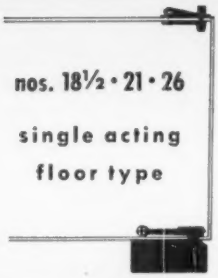
nos. 65 • 66 • 67 • 68

single acting

floor type

for interior room doors—where full unobstructed door opening space and wide door swing (to 180°) are important. Depth of 2 7/32" (including cement base) to suit shallow floors. Special styles meet Underwriters' Laboratories approval for fire doors.

center hung



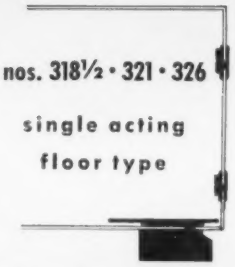
nos. 18½ • 21 • 26

single acting

floor type

for entrance, vestibule and interior doors—where concealment of both closer and door hanging hardware is desirable when door is open or closed. Ideal for batteries of doors. No mullions required, allowing utmost use of entrance area.

butt hung

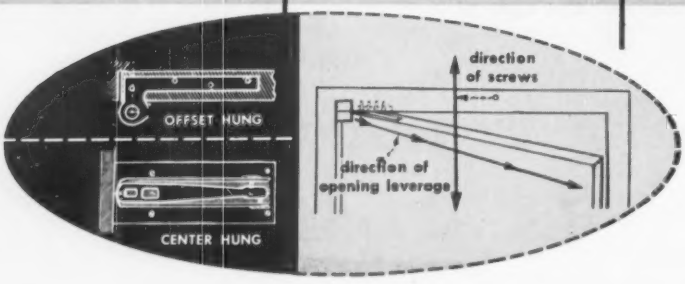


nos. 318½ • 321 • 326

single acting

floor type

for entrance, vestibule and interior doors—where it is desirable to have door hung independently from closer. RIXSON ball hinges, featuring vertical adjustment, are generally specified for door hanging.



Because screws are at right angles to opening leverage, pivotal hung doors are more securely attached—less apt to pull away from the jamb.

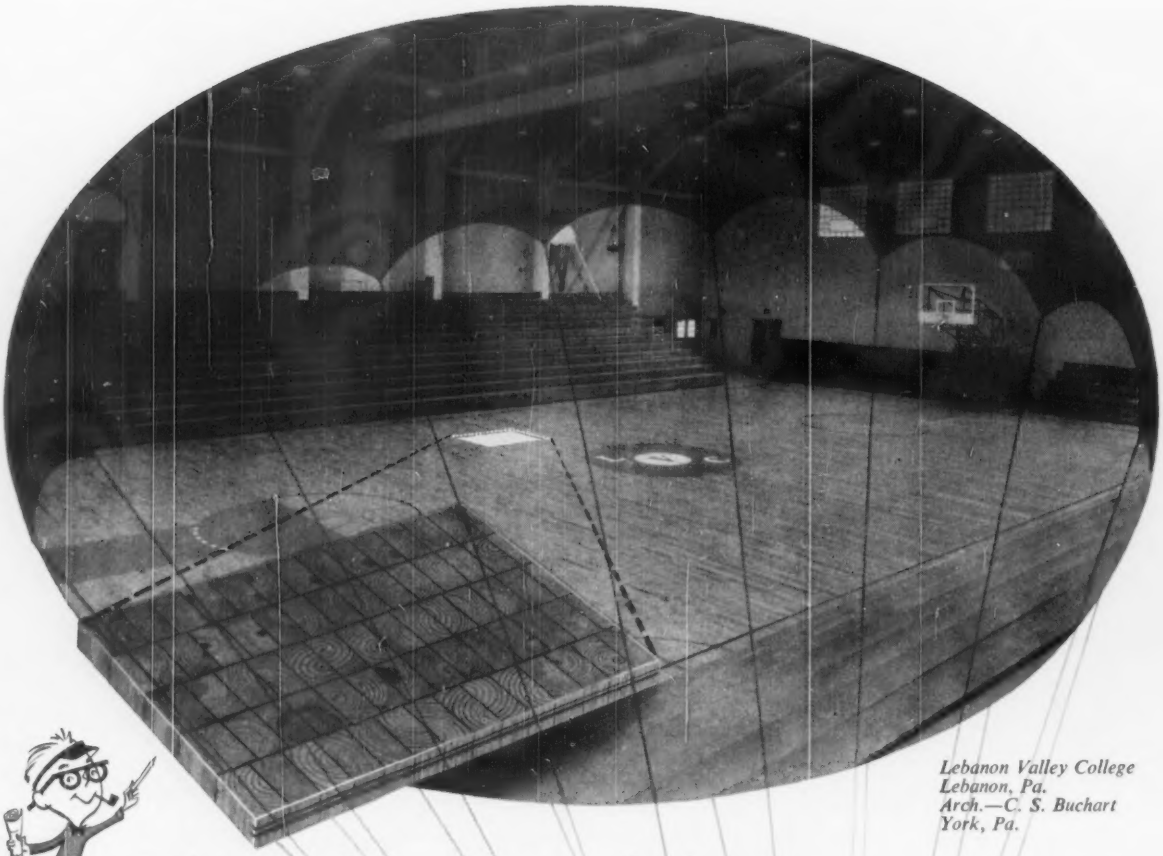
conceal the closer and expose the beauty of the door

center hung	center hung	butt or center hung	offset and center hung
nos. 30 • 40 double acting floor type	DUO • CHECKS nos. 10 • 12 • 15 • 16 • junior double acting floor type	nos. 218 • 220 • 225 nos. 218½ • 221 • 226 single acting overhead concealed	MATCHING PIVOT SETS nos. 117 • 117¼ • 117½ L117 • 117¾ single acting concealed
for entrance, vestibule and interior doors that swing both in and out with each swing separately adjustable to local wind and draft conditions. Both the closer and door hanging hardware are completely concealed.	**for interior room doors**—where double door swing and complete concealment of door hanging and closer hardware are desirable. These closers are ideal for hospital and restaurant doors where people pass through with hands occupied.	**for entrance, vestibule and interior doors**—where it is desirable to conceal closer in jamb above door. Compact size, 2⅛" x 2⅛" x17", makes closer ideal for modern, narrow trim installations. RIXSON adjustable ball hinges are recommended for use with No. 218 series.	**for pivotal door hanging only.** Match the hanging style and general appearance of doors with RIXSON offset or center hung closers. Widely used on inactive doors such as on closets and wardrobes. Styles available for all doors from the lightest to the heaviest.

write for full information on any RIXSON device

THE OSCAR C. RIXSON COMPANY

9100 west belmont avenue • franklin park, illinois



Lebanon Valley College
Lebanon, Pa.
Arch.—C. S. Buchart
York, Pa.

Take a tip from the guy who knows:

WHERE SCHOOL FLOORS GET A "WORKOUT" INSTALL *resilient* KREOLITE!

Pounding feet and hammering equipment give school gymnasiums, vocational shops and laboratories a continual "workout". Normal flooring materials just can't take this punishment!

That's why so many architects, school boards and school executives are installing Kreolite Flexible Strip End Grain Wood Block Flooring in these school areas. Kreolite Flooring can *really* take it!

The reason is that Kreolite Flooring's durable end grain construction is designed to stand up under constant abuse and yet, retain its natural beauty. And, in addition, Kreolite Flooring is economical to install, resilient, splinter-proof and easy to maintain!

Where beauty *and* durability in school flooring are essential, install Kreolite Flooring. For complete details, mail the coupon below.

The Jennison-Wright Corp.

2463 Broadway
Toledo 9, Ohio

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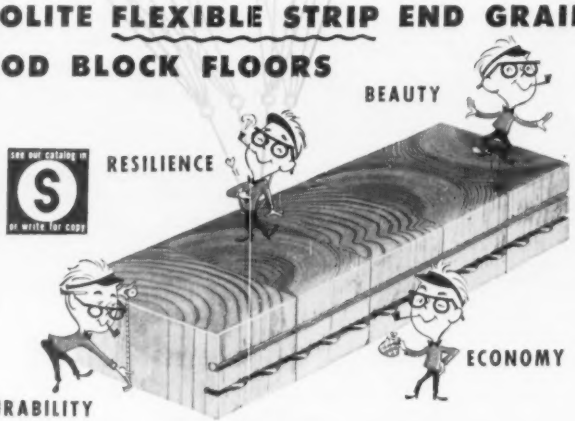

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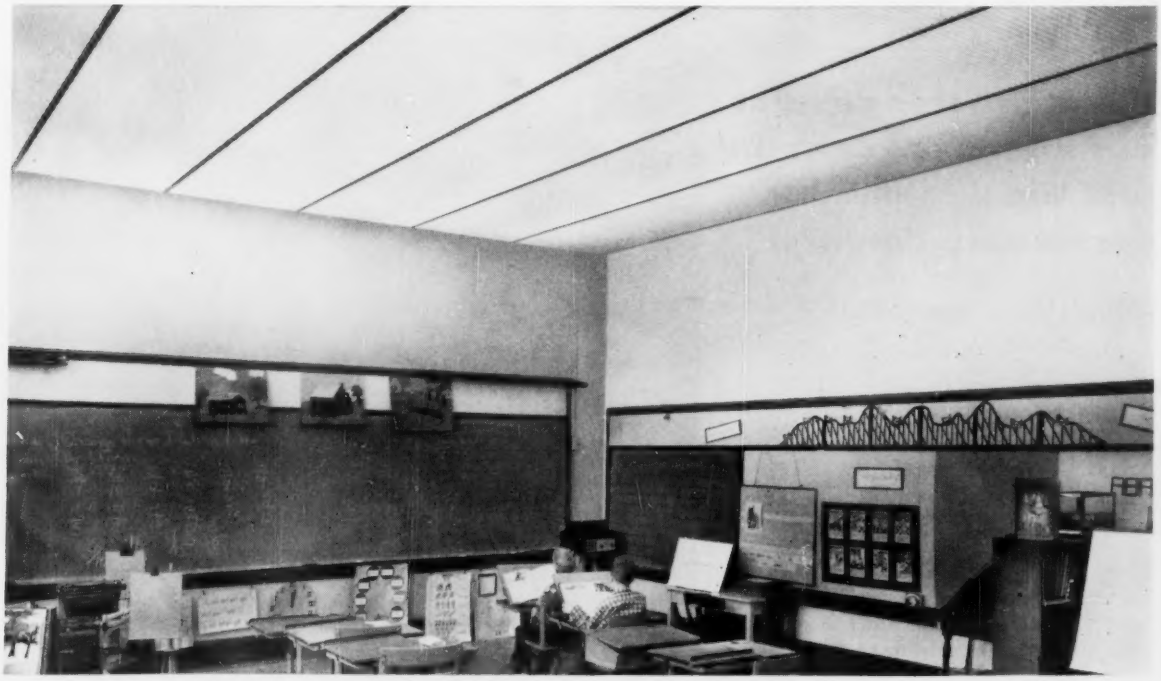
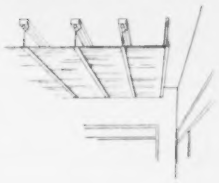


Washington Elementary School
Decatur, Illinois



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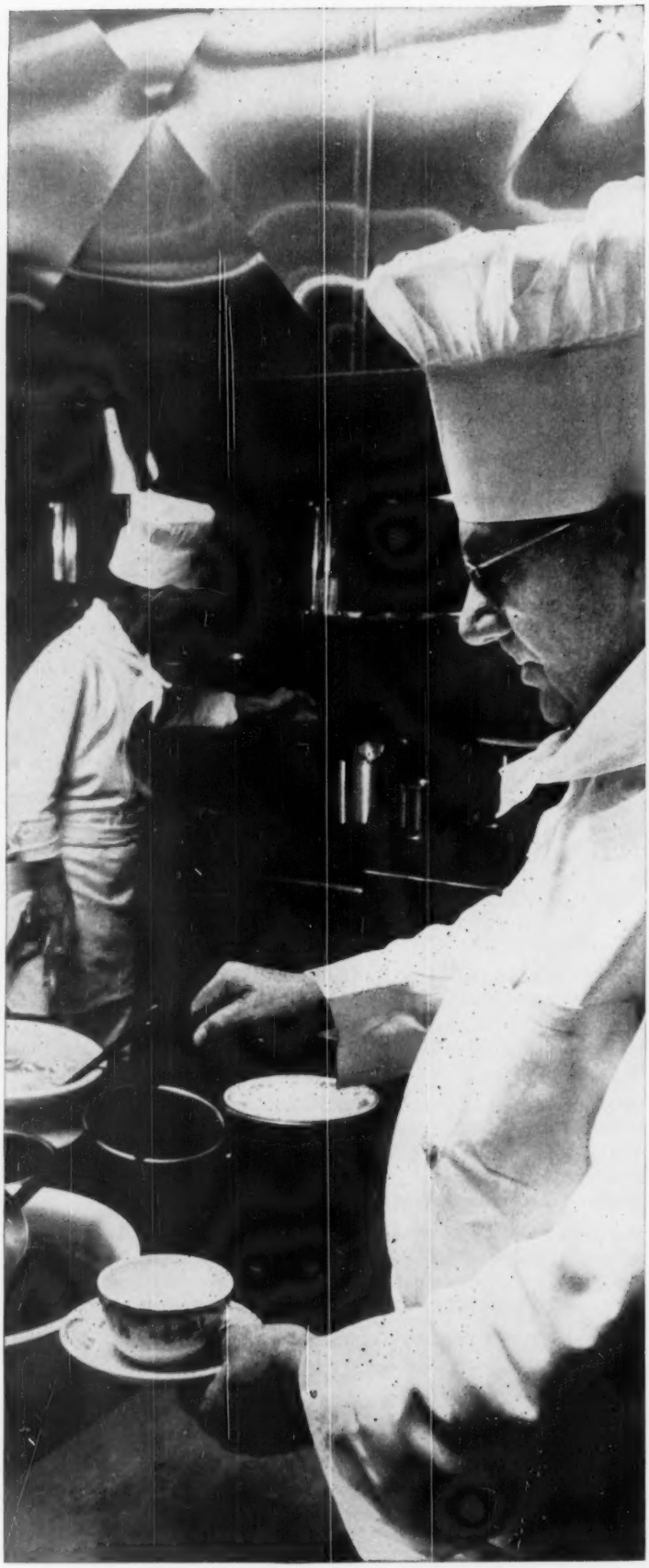

Brooklawn's Manager Al Brown and Chef Christ Aeniacos both agree: "Our reputation for fine food is maintained with the help of our modern Gas equipment."

"A good chef is distinguished by the fine sauces, soups, and other specialties he prepares," continues Chef Aeniacos. "When I'm preparing them with Gas, I know I have the careful control demanded for such dishes. And *only* Gas gives the kind of control I need."

At present, the kitchen staff at Brooklawn is cooking with 3 Garland ranges, 2 Garland fryers, and a Garland broiler, along with a 5 deck Magic Chef Gas oven. Years of experience back up their choice of Gas equipment. "With Gas," adds Mr. Brown, "we never have the problem of breakdown. Its dependability is the chief reason I prefer Gas."

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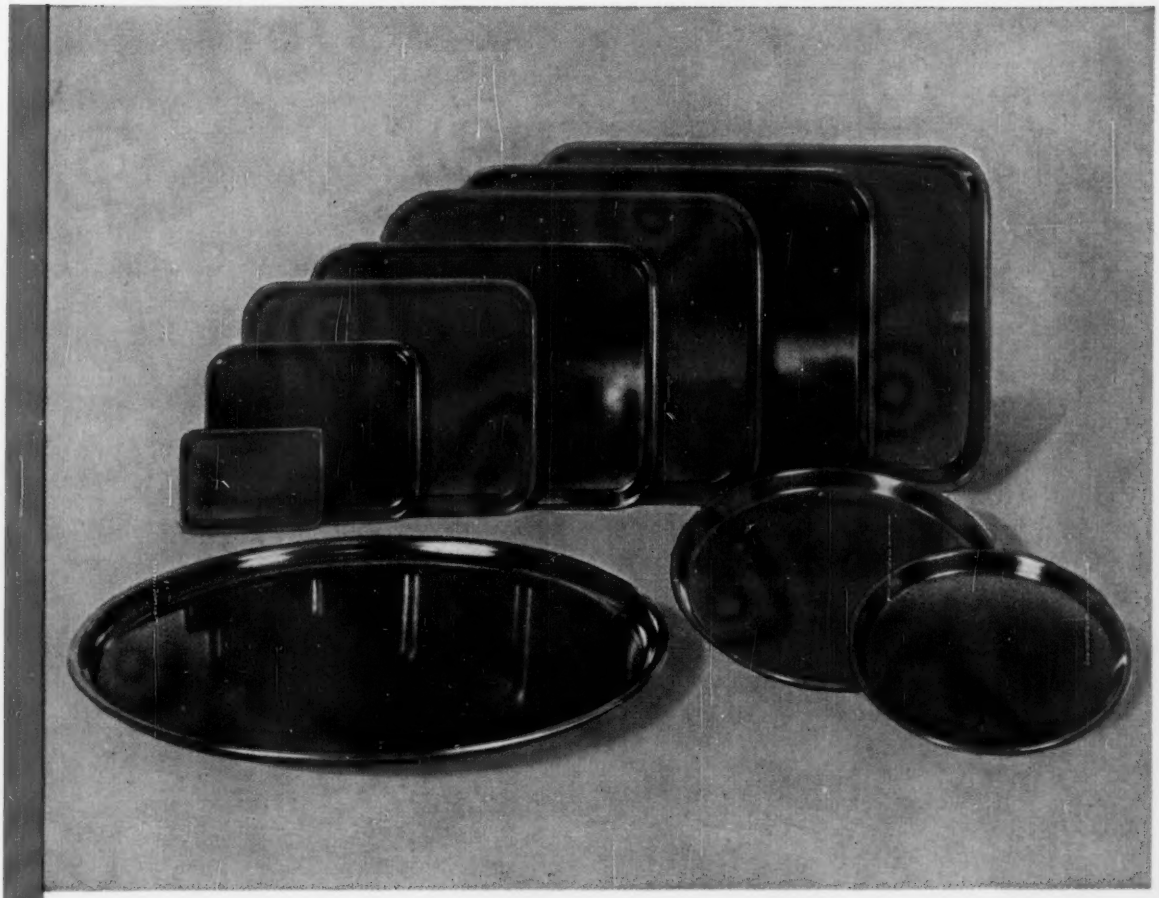

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THE
NATION'S
SCHOOLS
JULY 1956

Looking Forward

This Answer Is Too Easy

THE popular assertion that most of the problems of public education will be solved by higher salaries for teachers is *too easy* an answer.

We're not disagreeing with Calvin Grieder's comment in the "Administrator's Clinic" for June that "this country has such a vast margin of luxury purchasing power beyond the cost of a reasonable standard of living that the average salary of teachers could be doubled at once without really hurting." It is true that what this nation spends for education is "peanuts" compared with its expenditures in an attempt to get security through foreign aid and military preparedness.

But let's not kid ourselves by expecting that the taxpayer is going to double his investment in public education without expecting considerably more for his money. In fact, the best way to get those higher salaries is to show the citizens of this country how schools can *give* more as well as receive more.

"Self-evaluation" is a popular word these days, and now is the time to apply it. As educators, what kind of answers can we give to the public for such questions as these:

1. Are we doing all we can to get more for the tax dollar by consolidating small districts, so as to obtain greater efficiency in the administration of schools?

2. Are we putting money into school buildings that are patterned after the past?

3. Are organized groups of the profession acting like selfish, vested interests in their reluctance to face the real issues of merit rating?

4. Why do some professional interests seem to fight any kind of research that they cannot control, especially if it pertains to greater utilization of teacher competencies?

5. How willing are we as school people to accept change, even if it threatens our occupational security?

6. If greater security is offered us as school administrators and teachers, will we be willing to admit some of our weaknesses, to be honest about the mistakes of the schools, and to take all citizens into our confidence so that we can make joint efforts to improve public education?

Yes, the public can afford to double its present investment in education. But it would be more inclined to do so if there were more tangible evidence that education has both the willingness and the ability to improve its services proportionately.

The Source of Security

EDUCATION for security of *mind* is the challenge of our times. The new commissioner of education and president of the University of the State of New York, James E. Allen Jr., developed this thesis in his inaugural address May 4.

"Education which hopes to give security of mind must go beyond that which is necessary for earning a living," said Commissioner Allen. "It must foster first of all a sense of individual worth and personal responsibility."

The commissioner expressed the belief that "it is the intangibles of faith in ourselves, faith in our fellowmen, and faith in God which bring true security of mind. From such faith comes confidence that our abilities—our powers of body, mind and spirit—will be equal to the demands which life may make upon us. This confidence, depending not upon the shifting and vulnerable support of material things but upon the firm and impregnable support of man's inner resources, is true security of the mind."

If education can meet this challenge, Commissioner Allen is confident that "we shall again have generations of pioneers going forward with courage and conviction into the uncharted ways of the atomic age, the hydrogen age, the age of interplanetary travel, the age of still undreamed wonders and developments."

The urgency of the situation, warned the commissioner, requires that education be "willing to experiment, to discard some old theories and traditions, and to change set patterns." And the task is not alone that of the educator. "Laymen and professional alike have a stake in this enterprise."

About Parents and Reading

JOHNNY'S parents don't read, so why should they expect so much of Johnny? This is the reasoning of Gordon Dupee, president of the Great Books Foundation, writing in the *Saturday Review* for June 2. Mr. Dupee explains:

"Johnny is likely to do what is honored in his own home and what is honored in the society of which he is becoming aware. And ours is a society which does not honor reading. We turn our own depreciation of reading to indignation and blame the school."

The president of the Great Books movement backs up his accusation with some enlightening statistics. Citing the American Institute of Public Opinion as authority, he reports that 29 per cent of all adults were reading a book at the time they were interviewed in 1937; today, only 17 per cent. Twenty years ago 15 per cent of houses had built-in shelves. A recent survey indicates only 12 per cent of the houses built in the last 10 years have similar shelves, and the popular use for them is "to accommodate gimcracks, gee-gaws, and other *objets d'art.*"

He refers to a survey by one of America's leading encyclopedias which discovered that 84 per cent of the families purchasing their encyclopedia had not opened it within one year after purchase.

These facts, he observes, mark a trend that he calls the "flight from literacy." "The busy businessman and the harried housewife forever complain that they have little time for reading and what reading they do must be of the relaxing or 'escape' nature."

In putting the blame on Johnny, "we are asking the next generation to exhibit a virtue of mind which we ourselves have debased through indifference and disuse."

Mr. Dupee ends his article with the same conviction with which he started it: "Johnny will read when his parents read."

What Is Overtime?

EXTRA pay for "overtime teaching" is a problem that sooner or later every school board will encounter.

Traditionally, teaching has been looked upon as a profession for which a base salary is compensation for the total effort of the individual.

This point of view does not prevail in New York City, as is quite evident in an editorial (May 25) in the *New York Times.* The editorial insists that "overtime pay for overtime work has been established in American life."

The question in the minds of others may be: What part of the teacher's daily program is to be considered "overtime work"?

Referring specifically to the New York City situation, the editorial states: "It is clear that we shall not again have willing, cheerful, interested supervision of and participation in after-school functions by the teachers until we pay them extra for the extra work, to the degree that they devote themselves to it."

As "a lasting solution," the newspaper believes that the New York City Board of Education should define "where the school day ends and the overtime begins, consult with the teachers themselves in an effort to reach an amicable agreement, see what the cost will be, and then carry the package to City Hall if the funds cannot be found within the board's contemplated budget."

This much seems certain: The changing pattern of the daily responsibilities of the teacher necessitates that his work be studied and defined in terms of a reasonable expenditure of time and effort. This does not necessarily mean that a schedule of extra pay for so-called extra duties should be established. But it does mean that the total compensation for the teacher shall be adequate in terms of the professional service expected of him.

Intellectual Emancipation

FAR too many modern American adults are not quite sure whether the Monroe Doctrine originated with James or Marilyn."

This comment is by Arthur P. Crabtree, vice president of the Adult Education Association of the U.S.A. and head of citizenship education in the New York State Education Department, in an article in the *New York Times Magazine* for May 27.

Mr. Crabtree tells "What Adult Education *Is*—and Is *Not.*" It is *not,* he said, recreation for recreation's sake or "a program of arts and crafts designed to provide busywork for the neurotic fringe."

Neither does it exist for the primary purpose of providing "a worthy use of leisure time." Nor is it exclusively "to teach a man to earn a living."

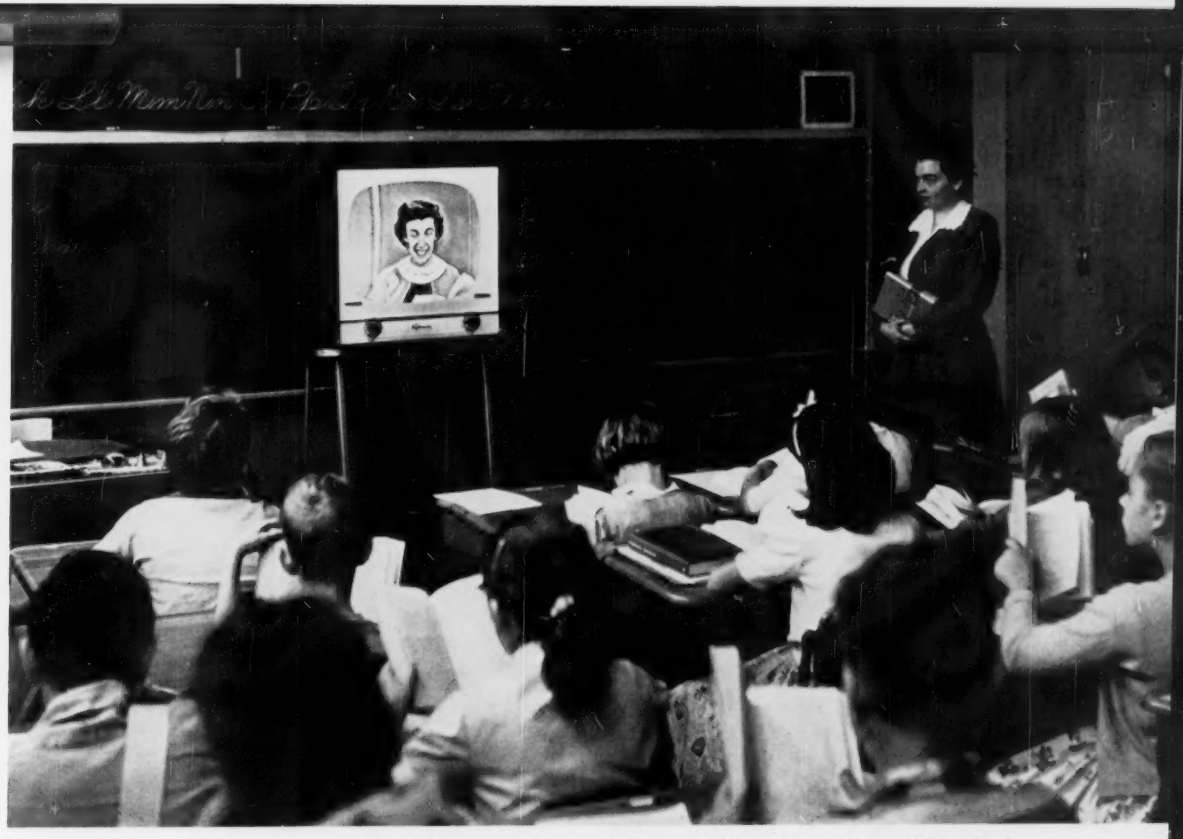
Obtaining the "tools of vocational survival" is a high priority in all areas of education, recognizes Mr. Crabtree, but he insists that "while we are teaching men to earn a living, we must never lose sight of the fact that it is just as important—perhaps even more so—to teach them how to lead an intelligent life."

Mr. Crabtree admits that his definition may sound like a platitude to end all platitudes, but he maintains that the only way to define adult education is as "education"—meaning "the natural and necessary continuation of that process which begins with the child in the kindergarten and continues as long as he lives."

"Let us have done with this silly business of depicting adult education as a bizarre concoction of dog training, contract bridge, and antique stenciling," pleads the Adult Education vice president. "The great solid currents that comprise the mainstream of adult education in this country are the upgrading of American citizenship, the development of wiser parents and homemakers, and the training of men and women to become better workers."

Basing his predictions on trends already evident, Mr. Crabtree foresees "the intellectual emancipation of the American adult as one of the achievements of the Twentieth Century."

The Editor



Stella Nardozza teaches reading over Pittsburgh's Station WQED. Each pupil has his reading book and a dictionary. The classroom teacher discusses the lesson five minutes before and 10 minutes after the telecast.

Pittsburgh fifth graders have

TWO TEACHERS PER CLASSROOM

for TV classes in reading, arithmetic and French

JOHN McGRATH, *Chicago*

PITTSBURGH is in the process of finding out, through demonstration, how effective television can be in teaching the basic subjects of the elementary school curriculum on a day-to-day basis.

"That is our objective," said Earl A. Dimmick, superintendent of the city's public schools, in discussing the plan with a representative of The NATION'S SCHOOLS.

The demonstration involves daily teaching of fifth grade reading, arithmetic and French conducted jointly by the Pittsburgh public schools and WQED, an educational television station, in cooperation with nine other school districts in the surrounding area. It went into effect last September.

Twenty classes in 16 school buildings located in 10 different school districts within a 55 mile radius of Pittsburgh are involved. The station estimates that at least that many additional schools are following the program independently but systematically, though they are not officially involved in the demonstration. Only five of the classes are in the Pittsburgh public schools.

These 20 classrooms are equipped with 24 inch television sets placed on special rolling stands 39 inches high. Antennas were erected on the buildings to ensure good reception. Where necessary, dark blinds were installed in the classrooms to regulate light.

The experiment will be bigger next year, with more classes and a more powerful station.

"The people are ahead of the schools in sensing the vast potential of television. No school system can escape its impact. The question is: Will it engulf us, or will we harness this newfound energy?" Dr. Dimmick said.

The same textbooks are used in the demonstration classes as are used in the classroom. No textbook is used for the conversational French lesson.

The French lesson is 20 minutes long, with no time allowed for follow-up. French is not regularly taught in school districts involved. However, "some follow-up work is done in most of the French classes," according to Charles Hettinger, supervisor of tele-

vision education of the Pittsburgh public schools, who has prepared a progress report on the demonstration from its inception on Sept. 8, 1955, to Dec. 21, 1955.

The arithmetic and reading television lessons are 25 minutes long. Five minutes before the television lesson and 10 minutes at the close of the lesson are allocated for the classroom teacher to answer questions, take care of individual differences, and so forth. During the TV lesson the classroom teacher goes from pupil to pupil to supervise the work being done.

A test has recently been completed to compare results from TV instruction with regular classroom work. In making the comparison, Mr. Hettinger explained, every effort was made to match the control class with the TV group in the matter of I.Q.'s, home conditions, and the like.

DEMONSTRATION TO CONTINUE

Results of that test, states Dr. Dimmick, will not be known until autumn, but enough is already known to justify continuing the demonstration for another year on a stepped-up basis.

"I am convinced that in this one year the 700 children in the demonstration will learn as much as they would have learned under regular teaching conditions, and I suspect that in some places they may achieve more than the equivalent of a year in one year's time. We don't know yet, but we'll find out," he said.

Next year the program will add a geography-history unit at the fifth grade level, while French will be dropped to three times a week. High school physics five days a week will be added—three lecture and two laboratory lessons.

"We don't know yet what the best schedules for TV are. But we do know that interest has not lagged and that instruction has been intensified.

"There are still many questions in the minds of teachers regarding TV as an instrument of daily instruction. Although some teachers may think that television constitutes a threat, many others see in it a great potential for better instruction and better schools.

"For example, there seems to be readier acceptance of French instruction than of the other two subject matters because that language is not taught in the schools through regular classroom teachers."

He added that "one of the most important by-products" of the demonstration is that it "tends to spread quality instruction on a broader base than ever before."

Moreover, he said, "it gives the young teacher a continuing example of excellent class procedure in teaching technic."

Asked what he thought of the overall outlook for TV in the public schools, the superintendent said:

"We have not fought TV in the homes. Children look at it three to five hours daily in their homes. Since it has come into the homes we cannot keep it out of the schools.

"And," he added, "I don't think we will want to keep it out of the schools. It is a question of how to use it most effectively."

Dr. Dimmick made it clear that their TV demonstration was strictly an experiment, that not enough is yet known about it to make any sweeping predictions about possible revolutionary changes in teaching technic, but he feels this way about it:

"There it is. It's a challenge that can't be ignored."

Response from parents, he said, has been "excellent."

A fringe benefit of TV is "the fact that parents are following the education of their children more systematically than before. This is an interesting phenomenon, a sobering one, and, in my judgment, one that is good for the schools and for the homes."

(WQED is an open station, which means that anybody within a 55 mile radius of Pittsburgh can get it.)

Children home from school because of illness can get their instruction on their own TV set and, according to the superintendent, a large number of them do so.

Mr. Hettinger said that the response in the rural areas has been exceptionally spirited.

* * *

IT'S a tougher job to teach on television than in the classroom.

Alvin Stuart, TV arithmetic teacher, said it takes him from seven to eight hours a day to prepare his 25 minute lesson. Daily conferences, lengthy rehearsals involving every second of his time on the air, and the actual creation of the program itself were listed by him as the main time consumers.

"It's more than a full-time job. It's with you all the time. And when you're on the air, you've got to be right the first time, which is not so easy as it sounds because the demands of television are far more exacting than I ever thought they might be," he said.

Stella Nardozza, TV reading teacher, admitted sadly that she misses the children.

"I keep visualizing a class—no one class in particular but just a class—when I telecast."

She said she also missed the warmth and relaxation inherent in the personalized quality of a classroom.

"It's altogether different from classroom teaching. It's more strenuous and involves much more work. But it's exciting."

It was so strenuous and exacting that she didn't want to go back to the job next fall but was finally persuaded to do so.

TV TAKES MORE WORK

A teacher himself for many years before going into the TV demonstration, Mr. Hettinger added:

"Contrary to general belief, TV instruction makes *more*—rather than less—work for the classroom teacher. And she has to be a good teacher, too, and not just a mediocre one if the classroom follow-up is to be used to the maximum advantage."

Principals interviewed took a similar view. They agreed that the classroom teacher in a TV subject had to be a good one.

Classroom teachers interviewed said TV dovetailed well into the class program, that the children liked it, and that it held their attention. Their responses reflected cooperation rather than enthusiasm.

Qualifications for a good TV instructor, in the order of their importance, as compiled by the demonstration sponsors are:

1. Success as a classroom teacher.
2. Warmth of personality and pleasantness of manner.
3. Adaptability. "Teaching over television is so different from teaching in a classroom that we needed teachers who could adapt themselves to its restrictions and demands without difficulty. We needed teachers who were not too set in their teaching methods."
4. Fluency in speech (including enunciation).
5. Willingness to work without begrudging extra hours needed for daily television teaching.
6. Good health record.
7. Creative imagination. "The effective use of television as a teaching

Inset: Stella Nardozza, TV reading teacher, has the "early bird" perched on her shoulder. It knows the answers. Technics such as this are used sparingly, since the TV demonstration avoids gadgets for gadgets' sake. While some have proved effective, TV teachers are discovering that there is no genuine substitute for intensified teaching. Above: Miss Nardozza's telecasts from Station WQED are received in 20 classrooms within a radius of 55 miles.

medium requires a teacher who can devise new methods of teaching which she may have never used before.

8. Telegenic appearance. "This was determined by a television tryout before cameras, but we considered it the least important item. If the teacher has the other qualities listed, it is relatively unimportant whether or not she is telegenic. We are looking for good teachers, not television stars."

Forty days were spent in preparation before the program started. During this time the teachers made an outline of the work to be covered, decided on a time schedule for the presentation of the material, experimented with methods of television teaching, prepared a number of lessons, and rehearsed before the cameras.

The experiment revealed that:

1. Teachers who are to do daily television teaching need time before the start of the program for such planning and rehearsing. They won't have time after the program starts.

2. Two months is the minimum time required for teachers who are to teach daily over TV for the entire year.

3. Vacation schedules of studio personnel, particularly the station producer, will definitely handicap this preparation if it is not worked out in advance.

Should the basic planning of work to be covered and time distribution be done by the television teacher or by a committee of teachers?

"When the teacher works alone, she feels free to use her own judgment concerning lessons which she is to teach and does not feel compelled to restrict her initiative. The three television teachers feel that this was the preferable method," the progress report stated.

"On the other hand," the report added, "there are advantages to committee planning. The classroom teachers may cooperate more willingly with a program which they helped to formulate. From the combined thinking of a committee, suggestions may be made which would be superior to the planning of an individual."

Since a good teacher in a fifth grade class does not talk continuously for 20 or 25 minutes, proponents of the experiment argue, the first problem which faced the TV teachers was how to present their material effectively.

Miss Nardozza, TV reading teacher, made a complete list of the activities and learning processes which should be covered in fifth grade reading. These were divided into two groups: those which could be done by television and those which require the physical presence of both pupils and teachers.

For example, the progress report said, "the teaching of syllabification can be done by television; a discussion of the story by the pupils after reading the story could be done only where the classroom teacher and pupils are present."

Lessons that can be presented on television:

1. Motivating stories establishing background and developing vocabulary.

2. Extending skills and abilities, including word perception skills dealing with phonetic and structural analysis, dictionary skills and understandings, use of reference materials.

3. Extending interests, including discussion of books, reading from books, storytelling, use of source persons as guests, reading children's creative writings, use of films and records, and demonstrations in general.

Lessons that, of necessity, must be handled in the classroom include guided reading of a story, discussion of it, meeting individual needs, sharing interests.

In actual presentation, the TV teachers, as I saw them, provide ample opportunity for pupil demonstration. Scrutiny of pupil reaction in the classroom while the TV teacher was on the air showed almost 100 per cent close attention and participation.

"SHE'S RIGHT HERE"

I talked with the children in the classroom after the conclusion of a TV French lesson by Edith Kern.

"Do you feel you know Dr. Kern?"

"Sure we know her. She's right here in the room with us."

"Isn't Miss Pesognelli [the classroom teacher] with you in the room?"

"Sure she's here. They're both here. We got two teachers."

"It looks like Dr. Kern is just talking to me—not the rest of the class."

Dr. Kern speaks a native French, although she got her doctorate at Johns Hopkins.

Incidentally, the TV teachers started to run into trouble by being recognized on the streets by pupils whose names they didn't know. Now they make personal calls from time to time at the various schools where their lessons appear.

After a new concept has been developed, the process explained, and several examples shown, Mr. Stuart, the TV arithmetic teacher, works more problems on a blackboard or other demonstration space, urging oral response as pupils watch. He presents problems for them to work. After giving them time to get the answer, he works the problem, pointing out the steps involved in the process, urging the pupils to compare their method as well as the final answer with his work.

"Printed problems are more easily seen over television than chalkboard work. The chalkboard must be used, however, for certain problems that involve a great deal of computation," the teacher explained.

PUPILS LEARN TO SPEAK FRENCH

In her teaching of French, Dr. Kern uses the aural-oral method and has tried to reproduce as closely as possible the processes by which the child learns his own language, namely, repeated listening to certain sound patterns until these are associated with objects and situations, and more or less faithful reproduction of these sound patterns once they have become significant.

Her plan:

1. Pupils are asked to repeat new words and sentences.

2. As their knowledge increases, boys and girls, as groups, are led to engage in dialogue and thus converse with one another, a practice that could be continued individually.

3. Pupils follow instructions given them in French. (They do very well, too.)

4. True or false (*oui* or *non*) quizzes have been given in form of a competition between girls and boys, the answers being supplied by Dr. Kern after the classroom teacher called on individual pupils and kept score.

Program sponsors say animated cartoons would be a good way to teach TV French, but they're not available. Imaginary creatures have had to be invented. Some visuals, such as drawings, shadow plays, objects, have been of some help; some puppets are envisioned as a possibility for the future, "but much resourcefulness is as yet needed to solve these problems."

Observations and reactions on the part of both studio and school representatives:

1. The TV teacher-pupil rapport is generally considered to be very high.

2. Pupil interest is not ascribed to the newness of television. Some state that the interest is on the increase.

3. Disciplinary problems are at a minimum during TV demonstration. One teacher stated that when she was late arriving at her room the children turned on the TV set and began working with the TV teacher. Two other teachers said they had left their rooms for most of a period to test the pupils' conduct during their absence. When they returned they found the children working "right along" with the TV instructor.

4. Several teachers stated that pupils returning from an absence because of illness report that they participated in the programs at home.

5. A number of classroom teachers attributed pupil interest to the continuous, day-to-day high level of teaching performed by the TV teacher. They point out that, while this is possible to the TV instructor teaching one class a day, it would be impossible for a regular classroom teacher with a full teaching schedule. (This may be the touchstone of television instruction.)

Unsolved problems:

1. The matter of timing and pacing, particularly in arithmetic, is troublesome; not too fast for the duller pupils, not to slow for the brighter ones.

2. Because the lessons are being observed by pupils of greatly varying ability (I.Q. ratings vary from 70 to 144), the television teachers are faced with the problems of devising lessons which will challenge the brighter pupils without confusing the duller ones. The TV teacher can't, as can the classroom teacher, divide the class into ability groups, give special help, and so forth.

3. Since classrooms are not designed for television, lighting, ventilation and seating cannot always be arranged for the most effective reception.

4. In an experiment which involves the cooperative work of television and classroom teachers, means for exchanging ideas and suggestions are necessary. Communication by telephone and letter has not proved too successful. If the participating classes were larger in number, such communications would become cumbersome, even in the opinion of the most ardent supporters of TV instruction.

5. The best division of time for television teaching and classroom drill, followup and so forth, has not been satisfactorily determined. Most of the classroom teachers feel that in skill subjects, such as arithmetic and reading, more time should be allotted to the classroom teachers.

Edith Kern, TV French teacher, uses no textbook. Hers is strictly a conversational class. Intensified instruction, in which pupil participation is eager and active, is possible for a good teacher giving a 25 minute lesson. But how can a classroom teacher keep up this intensification for a full day? This may be the touchstone of TV instruction.

6. Reception is not consistently good in all the schools. Blackboard work and charts which are clearly seen in some of the schools are indistinct in others.

* * *

HERE is the background for the Pittsburgh experiment:

In 1952 the U.S. Federal Communications Commission decided that 12 per cent of American television should be conducted not for business but for nonprofit, noncommercial educational purposes. Some 242 channels were set aside for this purpose, but no money was provided.

WQED was the first community financed educational television station in the country. It was started in April 1954. Today it operates 67½ hours weekly.

It is a VHF channel with studios across the street from the University of Pittsburgh campus and one block from the board of education building. It represents a capital investment of $450,000 and has an operating budget of $350,000 a year. It serves a geographic area within a radius of 55 miles, including about 400 school districts with an enrollment of 400,000 children.

Support for current expenses comes from three main sources:

1. Thirty cents per pupil in average daily membership (when they get it).

2. A $2 subscription plan for individual TV owning families (when they get it).

3. Corporate and foundation gifts. (About 8 per cent of the set owners and less than half of the school districts actually contribute, according to WQED estimates.)

4. Volunteer service by nearly half of the studio helpers.

First money came from the Ford Foundation's Fund for the Advancement of Education. This money is available on a national basis. In Pittsburgh, the Arbuckle - Jamison Foundation was the first to come across. (Older readers may remember Arbuckle's coffee in a brown package. It sold for 15 cents per pound.) The A. W. Mellon Education and Charitable Trust put money on the barrelhead. Westinghouse Electric Corp. provided a long-term rent-free lease on an existing power tower. Pittsburgh Plate Glass (whose vice president and general counsel, Leland Hazard, is president of WQED) arranged for the free use of a studio in a house it had previously donated to the University of Pittsburgh.

The three TV teachers receive their pay checks from the Pittsburgh school board—for reasons of seniority, retirement and pension—which is reimbursed by the Ford Foundation. A similar arrangement will go into effect next year for Mr. Hettinger.

In addition to the "live" production put on in the classrooms, WQED also turns out:

1. **The Schools on Parade program**—a public relations effort offered one evening each week. The subject matter may range from a universal subject, such as methods of teaching music, to a highly specialized farm activity, such as shearing sheep.

2. **The Schooltime Program** — a daily offering of five series of programs planned to bring supplementary and enriching material to the classrooms. All Schooltime programs are kinescoped (film) and each one is shown four different broadcast times each week, making it possible for the teacher to choose a time convenient to her and fitting into her schedule. Each series is presented on an eight-week sequence. "This continuity makes possible planned integration, with comparable advantages in parental viewing," the station believes.

3. **Adult High School of the Air.** Since only 25 per cent of all adults in the Pittsburgh metropolitan area are high school graduates, this program provides systematic instruction for home study in selected subjects such as English, mathematics, social studies, foreign language, and science. High school credit is granted to those passing examinations conducted by the department of public instruction. Satisfacory completion of 15 Carnegie units of work qualifies the individual student for a state equivalent high school diploma.

The Pittsburgh TV education experiment, in the opinion of Mr. Hazard, has spiked these delusions:

1. That TV must be entertaining in a theatrical sense.

2. That education must be entertaining.

3. That every TV audience must be large.

4. That educational TV must compete with commercial programs.

5. That charitable TV should not compete with commercial.

6. That commercial TV will provide ample opportunity for cultural offerings.

(*Continued on Page* 40)

The teacher shown here, Anatilie Seewald, is on leave, and the course in arithmetic is now taught by Alvin Stuart. "It takes me from seven to eight hours a day to prepare for the 25 minute lesson," he said. "I had no idea it was so different from classroom work. It's not like taking pupils' papers home to correct. The job is with you day and night."

7. That people will not give money for what they can get free.

* * *

AND how did Pittsburgh get the show on the road?

Consultation with professional staff, including supervisors and selected principals, followed by favorable board action, was the first step in launching the project, Dr. Dimmick explained.

"It appeared desirable to enlist the support of the officers of the parent-teacher associations in the individual schools involved. Here we found immediate support and a readiness to proceed."

Parents of fifth grade children were invited to come to a meeting in the school to hear a discussion of the proposal. The associate superintendent, the director of elementary education, and the coordinator of television education presented facts and answered questions.

"Parents were given an option to elect television teaching or regular classroom work. They chose to have their children assigned to the television demonstration classes."

The superintendent explained that while the actual programming was a matter of detail, it was "an extremely important detail. It compelled school people in many scattered school districts to do cooperative planning.

"The selection of teachers was relatively simple because only superior teachers willing to endure the rigors of daily telecasting could hope to survive."

The school staff is responsible for the determination of content and method. The station staff is responsible for putting the show on the air. In Pittsburgh they don't call it a "show" or a "program." It's a lesson.

"The public libraries and the bookstores have been deluged with requests for supplementary aids. A revival of interest in formal language study in the high schools may result from the introduction of conversational French which has added to the zest of family life," Dr. Dimmick said.

Here is the organization structure:

The Pittsburgh Board of Education is responsible for the teaching (program) content. WQED is responsible for the most effective television presentation of that teaching.

Mr. Hettinger is the liaison between the formal group which produces the show and the informal organization composed of those concerned with the results of the show.

He is responsible for distributing to the classroom teachers the daily lesson plans, book lists, special notices, and so forth formulated by the television teachers. He observes the television lessons in the classrooms and reports to the board of education, the producer, and television teachers. In addition, each program is observed in a classroom by a supervisor who, in turn, reports to the administrative staff of the board. In this way, constant communication is possible among classrooms, the producer, and the television teachers.

Responsibility for the presentation of each program rests with the television teacher and the producer, who is assisted by a secretary (and production assistant), a director, an artist, a floor manager, two cameramen, two audio men, an announcer, an engineer in master control, and an engineer at the transmitter.

The producer gives her attention to nine programs daily: three being televised that day, the three to be televised the next day, and three which are planned by the television teachers for future telecasting. The teacher plans the lesson content, then consults the producer. Together, they decide what television can best do to reinforce and enhance her lesson.

Each program is given at least one full camera rehearsal. More are scheduled if the program is complex. Aside from rehearsal and air time spent in the studio, the television teacher devotes the remainder of her work day to planning a new lesson, consulting with the supervisory staff of the board of education when necessary, and consulting with the producer and director. She spends her nights "learning lines" for the next day's program.

"The use of visual aids and the correct camera shots to ensure visual reinforcement of the teacher's lesson requires definite planning right down to word cues to guarantee that our captive audience will see everything necessary to a comprehensive understanding of the material presented," the progress report said.

In television, unlike classrooms, "there is no going back, there is no chance to run over the allotted time. Each second is important and must be planned and executed as planned. When each person within the formal organization has given his utmost to performing his duties, the result is—or can be—the essence of good teaching. All extraneous and diverting material has been eliminated." #

Ten Ways Schools Win Support From Adults in the Community

EDWARD G. OLSEN

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RELATIONSHIPS between the school and the *adults* in any community are important in determining educational policy and program.

Problems that confront educators and lay people everywhere include these: (1) what people think about their schools, (2) how school purposes actually relate to cultural traditions and expectations, (3) the extent to which formal education really meets community needs, and (4) the basic rôle of the school in a society now shaken by vast and unpredecented changes which are both technological and institutional in character.

Here are some operating principles for teachers and administrators as they work with their communities:

Maintain a warm, welcoming school atmosphere. Always be hospitable to lay people, however demanding they may be. If you want respect from community adults they must have confidence in you, and that requires you to be the kind of person who deserves their trust. You won't get it just because you are an educator. You must earn it as a friendly, "down to earth" human being who only happens to be a teacher.

Remember always that parents want their children to be better off than they are. The great dream of individual advancement is basic in our culture and is shared by virtually all Americans. To be sure, parents do not want their children to be "schooled away" from themselves. Using technical terms, we might say that most parents want their children to be unadjusted to the parental life level, but not maladjusted to themselves. The risks of alienation will be minimized if you keep your community school program close to community needs and develop it through joint child and adult sharing in planning.

Begin with real problems that are right at hand. For best results these will be problems which (1) are of actual or potential concern to both parents and children; (2) are not controversial in terms of objectives, however much disagreement there may be on methods; (3) can be solved (but not too easily lest real satisfactions not develop); (4) require direct community participation by children and adults, and (5) use in their solution varied resources close at hand and readily available.

Get people working as teams—including, if possible, both children and adults on committees. In teamwork each individual accepts responsibility for a part of the whole. Each may learn from the others how better to set up criteria, get facts, plan, execute and judge the project. Each can find stimulus and encouragement in the progress of the whole as he identifies psychologically with the larger enterprise. But be sure to include some of the "power people" on strategic teams, and don't fail to give the lay people all possible public credit for successes achieved.

"Plan big" but "begin small" (so as to assure initial success); then expand as rapidly as possible. No growing program can stand long on any plateau. It is always necessary to go ahead, or interest will rapidly dwindle. So don't stop too long to admire your achievements; instead, move on to develop larger projects and to involve more participators in them. And remember that it is not enough merely to get people interested and concerned; they must also be moved to work actively in the project. Satisfying personal involvement is the key to deepening interest and widening effort.

Arrange for appropriate self-appraisal by the group itself. When all share in diagnosing a cooperative project's effectiveness, they can grow together in both insight and interest. Continued effective action is not likely without some kind of "how are we doing?" evaluation sessions at frequent intervals.

As the program expands, be sure it develops appropriate structure and organization. Having begun informally, with a minimum of organization, you will need to go on to develop careful (even written) plans and to find recognized leadership. A temporary chairman and recorder may be selected at the outset, but you may soon need more permanent leaders for some such organization as a parents committee or a community council. Sometimes cooperative community projects fail because expanding programs outgrow their structural supports.

Remember that responsibility for a community school does not lie solely with school people. Community education is the proper concern of everyone in the community. Teachers may often need to take the lead in promoting community cooperation of this kind, but the community school is by no means "their show." Often school people do their best work when they are willing to follow community lay leadership instead of expecting to lead themselves.

Don't be discouraged if progress seems slow. You won't develop a real community school in three days or 30 days or three years. There are long, hard traditions and much inertia to overcome—traditions and inertia within the school as well as in the community. But take heart when the going is rough, remembering that you are on the right side of history and that thousands of fellow teachers are working in the same direction.

Finally, never forget or ignore the vital importance of the individual teacher. No school, however well equipped, is ever superior to its teachers. A child is better off in a one-room rural school taught by an intelligent, imaginative and dedicated teacher than enrolled in a multi-room city school staffed by discouraged, time serving bell-watchers. The community school idea is the recognized pattern for educational progress. The deep need of our times is for devoted educational leaders to translate that broad pattern into local programs of action. #

"We attack most conferees with a procession of speeches, some good, some pretty awful."

It's the "take home" value that counts.

Use a dash of Hollywood to

MAKE CONVENTIONS WORTH WHILE

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MOST educational meetings could use a dash of Hollywood. Not too much, to be sure (though there's little danger in that direction just now), but school people who attend conferences appreciate one that's different enough to be interesting, sound enough to have "take home" value.

Educators' almost constant attendance at meetings—big/small, good/bad—needs no documentation. While some people might labor long to reduce the number of meetings, it seems more realistic just now to concentrate on making them better, smoother, a little more exciting. This can probably be done if program chairmen will arm themselves with a flair for the dramatic, a willingness to try something new, and a solid conviction that the principles of learning should not be waived for conventions.

These discoveries about group meetings are not altogether original, but they received new endorsement recently with the large-scale evaluation of the 1956 A.A.S.A. convention. Some findings from this evaluation may be interesting and helpful to school administrators and others who are responsible for planning state and regional conventions. Even when allowance is made for individual adaptations and special problems, many common principles apply.

The details of the A.A.S.A. evaluation project seem to have been planned carefully enough to guarantee validity. With the always essential financial consideration underwritten by the W. K. Kellogg Foundation, an evaluation team made up predominantly of local school administrators was organized. The team quickly rolled up its sleeves and swung into action—advance planning meeting, planning and practice sessions for leaders of experimental groups, "dry run" interviews, a final meeting to ensure coordination of team activities. Then at Atlantic City team members distributed and collected check lists, recorded content and group process in discussion groups, interviewed a carefully selected sample of convention participants, tabulated data, analyzed and reported findings.

The evaluation team gathered much data concerning the opinions of persons in all fields of education specialization, since more than half of the persons who attended the convention were not A.A.S.A. members. The opinions of school principals, college administrators, college teachers, classroom teachers, school board members, and others were collected and tabulated separately. Therefore, it is possible to generalize from how these persons reacted to activities at the A.A.S.A. convention to how they would probably react to similar activities at other educational meetings.

One conclusion from it all is that educational meetings are in something of a rut, and most new get-togethers dig the rut a little deeper. The commodity is usualy *talk*. Whether from panel, podium or platform, we attack most conferees with a procession of speeches, some good, some pretty awful. We're not recommending substitution of sign language, but, on the other hand, a variation in the setup for talk does tend to improve things.

Several years ago the panel idea took hold. No doubt it grew out of a real need to let diverse opinions be aired, but the panel procedure has worn a little thin by now.

Next innovation in our educational conferences was the introduction of the "discussion period." Again, procedure was responding to a genuine concern of people who attend meetings—they want to ask questions, have them answered, take home ideas and plans that work. This is a need that should always be tended to, but "throwing it open" is no assurance that meetings of any and all sizes will thereby either be more democratic or more in tune with the concerns of the people who are there.

At the 1956 A.A.S.A. convention several groups followed procedures

that did not call for audience discussion periods. We questioned the people who attended these special groups and compared their responses with those given by people in the more typical speech/question/audience discussion format. Surprisingly, there was less desire for "more chance for audience to ask questions" in the groups which didn't allow for questions than there was in those that did. The most successful group session conducted along carefully planned lines was one that paralleled closely the "panel interview" reported in the August 1955 issue of The NATION'S SCHOOLS. If the ingredients are right (as reported in that article), this technic can be a tremendously successful one.

BEWARE OF MONOPOLISTS

There is one point to be remembered with respect to audience participation. Either provide ample time for it or don't provide any. Several observers recommended that at least one-fourth of the time be reserved for group discussion if there is to be any time allowed at all. And, of course, it satisfies only the monopolist when the size of the group gets much over a hundred.

Also on the matter of discussion groups, the evaluation showed these conclusions: Educators are rarely attracted to groups, when given a choice, because Mr. Big Name is on the program (some exceptions to this); obtaining adequate information to pass on to conferees is a common problem for speakers; communication is sometimes too fuzzy or too elementary, but it is rarely too abstract—at least in the judgment of observers at the A.A.S.A. convention; school administrators make rather skillful chairmen for the most part (a common rôle, no doubt), but any advance planning that can be done pays dividends in performance of chairman, speakers or anyone else involved.

The rôle of chairman or panel moderator in sectional meetings is a significant one. His job is to keep things moving and to pass around responsibility to different people on the program.

The three commonest weaknesses of chairmen found by the A.A.S.A. evaluation team were: (1) failing to sense the mood of the audience and alter the plan of presentation accordingly (call for questions sooner, shorten time of presentation, and so forth); (2) not handling audience participation to get that delicate balance of leaving a topic at just the right time; (3) not providing for some kind of summary at the end of the meeting.

There is another responsibility that the chairman should not overlook—his responsibility for seeing that the physical conditions in the meeting room are satisfactory. For example, he should not forget the ventilation in the meeting room, the lights, persons standing in the rear of the room when there are vacant seats in front. Without a doubt, much of the success of group sessions depends upon the ability of the chairman—as arranger as well as referee.

USE A-V PROPS

Some educational organization needs to pioneer in the use of newer means of communication. There was a deliberate increase in the use of audio-visual props this year at the A.A.S.A. convention, but our experience shows we have a long way to go in exploring the real potential of recordings, charts and projected images for use with large gatherings of people. Results were encouraging enough in the A.A.S.A. evaluation to recommend further experimentation and to promise significant success. In professions other than education there has been some extremely interesting use of films, multi-dimensional charts, and even closed-circuit television.

The spotlight of most educational conventions is focused on general sessions—times when almost everyone is present in the same room. These sessions are usually intended to set the tone of the convention, to develop a sort of spirit or attitude among the throng of people attending a convention. It's here that professional solidarity and unity of purpose are goals to be sought. As with any activity involving a large number of persons, one can't hope to please them all. But there are a few tips that convention planners might use that would go a long way toward pleasing many more persons than are now happy with general session programs.

MORE DRAMA, PLEASE

The first thing to remember is that general sessions are essentially dramatic affairs. In this age of television, movies and Broadway-shows-on-tour, Americans are conditioned to seeing and hearing the best. Perhaps it was easier to satisfy people when their brush with culture was limited to Chautauqua and a local lecture series. Today even program chairmen for the teachers associations are put on their mettle.

Most people say that general sessions are too long. While this may be in the same category as "summers are too hot," it's still true that some sessions could be shortened with good effect. The best way to shorten sessions is to reduce the preliminaries. As a result of the almost stereotyped preliminary—the entertainment program, opening remarks, invocation, greetings from various allied organizations, announcements, reports, recognition of

"See that the physical conditions in the meeting rooms are satisfactory—the ventilation, the lighting, and the seating."

platform guests, and introductions—the main general session speaker usually faces a wilted audience.

Even if the audience were fresh and in condition to listen attentively, it expects a high quality of speaker. In a choice between poor program or no program, educators would say, no program. This they do by staying away in large numbers.

The programs are not the only aspect of general sessions that should be improved. There was a feeling among audience members that they, too, should do some improving. Late arrivals and early leavers were a source of annoyance. Discourteous conversations were also bothersome.

On the basis of its experience this year in evaluation, the advice from A.A.S.A. to other organizations—state, regional, national, local—is this:

1. Find out what people really think of your convention or conference that meets annually. This requires more than haphazard questioning or analysis of unsolicited correspondence. Remember, even your best friends won't tell you. (The evaluation project of the A.A.S.A. included interviews as well as questionnaires; the combination is better than sole reliance on either.)

2. Be willing to try out new ideas. While a few people are quick to criticize attempts to do the thing a little differently, their number is really quite small and certainly should not be any deterrent to the use of all the creative imagination you can muster. Planning a convention is in many respects like putting on a big dramatic production. Both the plot and the characters have to appeal to the audience, but if one or the other has to be sacrificed it should never be the plot. Our evidence at the A.A.S.A. convention was pretty conclusive that educators are serious about picking up new ideas and better ways of doing things, and in light of this they choose which parts of the convention they'll take in on the basis of the topic that is announced, not, in most cases, because of the speakers.

3. Fit a conference or convention in with other on-the-job learning operations that are available to the special group being served. In other words, conventions, particularly state and national ones that meet annually, should not be oversized carbon copies of local workshops and conferences. Leaders in the recent C.P.E.A. movement have plugged for variety of in-service activities for administrators—to fill a variety of needs. The attempt to apply to large meetings the technics that work well in small conferences is probably one reason for such inappropriate measures as "a discussion group" for 1000 people. (This happens annually at Atlantic City.)

4. Set up one kind of topic for smaller meetings and another for large meetings. We have rather convincing evidence now that treating almost all topics alike is one of the commonest errors in educational conventions. Another way of saying this is: A person's reasons for attending meetings vary. Some, for example, concern the old stand-by topics, those we see on programs from year to year, from organization to organization. Another discussion may be on a topic that is pretty new to everyone in the audience. What they want to hear is an exposition of reasons for this new development. And another may be a research report—and so on. The size of the group, the procedures that would be appropriate, these and other questions will depend on the topics themselves.

5. Find out who is really being served by the conference or convention. Most of the time we think we know this, but occasionally we get a surprise or two. It may be true in other organizations, as it was in the case of A.A.S.A., that the majority of people in attendance had been to many such conventions in the past, year after year. This may mean our programs have met their needs, or it may mean their professional loyalties have dictated their attendance. But in either case it is likely they'll appreciate that dash of Hollywood. #

SCHOOL LAW

What to do about

District Liability for Injuries

LEE O. GARBER,
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WOULD my school district be held liable if someone were injured on school property?"

This is a question that, not surprisingly, plagues superintendents and board members. They are aware of the general assumption that a school district is without liability. But they may have heard about (1) the recent Arizona decision in which it was held that a district was liable in damages to one who was injured while a spectator at a football game, (2) a California decision holding the district liable for an injury received by a child on the school grounds, or (3) a recent Maryland decision in which the court ruled against the district in favor of a child injured while riding on a school bus.

The question raised in the opening paragraph cannot be answered unequivocally by either Yes or No, but only by "It all depends." It all depends upon such factors as the facts involved, the state in which your district is located, the nature of the activity out of which the injury grew, and whether your district carried liability insurance.

In general, the courts follow the rule that a school district is not liable in damages for injuries resulting from the negligence of its officers, agents and employes in the absence of a statute making it liable. Only a few states have such statutes—California, Oregon and Washington, primarily. New York, New Jersey and Connecticut have what are known as "save

harmless" laws, which require a district to defend a teacher in an action for negligence brought against him, personally, and to pay any judgment rendered against him as the result of such action, but they do not make districts liable.

In virtually all the other states the doctrine of school district immunity for torts holds full sway. What, then, is the significance of these recent decisions in which districts were held liable? Are the courts changing their thinking, and is it possible that the court in your state may soon ignore the doctrine of immunity?

CASES ANALYZED

Some of these recent cases will be analyzed for the purpose of answering these questions. The recent Maryland case, in which the court ruled against the district and for the student who brought an action for damages for injuries received while riding in a school bus, may be ignored.[1] It is not applicable here because the district did not set up its immunity as a defense, and so the court was not required to rule on the question.

In the Arizona case mentioned, the court held that a school district was liable when a spectator at a football game was injured when a railing broke.[2] This certainly appears to be an exception to the common law rule. Nevertheless, it should be noted that the court, in this case, while criticizing the common law rule of immunity, did not hold that it was no longer applicable. It held that the district's immunity covered the district when it was engaged in the performance of a governmental activity but not when it was engaged in the performance of a proprietary activity.

Further, it held that, in renting its stadium to another school and receiving a fee of $300 therefor, the district was engaged in a proprietary rather than in a governmental activity and thus took itself out of the immunity class.

One justice, in a dissenting opinion, argued that, because a school district is an arm of the state, if the majority opinion was sound, then "the state and all its agencies are liable as having engaged in proprietary activities when they collect revenues from any source other than taxation and use the same in carrying out their governmental functions."

In a Tennessee case, similar in nature, except that the district against which suit was brought not only owned the property but sponsored the game, it was also contended that the district should be held liable on the ground it was engaged in a proprietary function. The court held otherwise, however, and said:

"The duties of a county board of education are limited to the operation of schools. This is a governmental function. Therefore in legal contemplation there is no such thing as such a board acting in a proprietary capacity for a private gain."[3]

Again, in New Jersey the court refused to hold that a school district would be liable in damages should injuries grow out of a football game held on school property.[4] In so doing it refused the contention that district liability should be predicated on the fact the district was engaged in a proprietary function. Likewise, in Indiana the court rejected a similar contention where the activity that gave rise to the injury was a basketball rather than a football game.[5]

In Michigan, in a case involving damages for injuries sustained at a football game, the supreme court was evenly divided. One group of four judges refused to hold the district liable. The other group, also four judges, held that while the district was not ordinarily liable it should be held liable in this case because an incidental profit was involved, even though the activity might be considered governmental in nature.[6]

LAW NOT CHANGING

The superintendent who is uninitiated in the law, upon hearing of these decisions, is likely to conclude that the courts are not in agreement and that the law, as it relates to school district immunity, is probably changing. An analysis of these decisions, however, reveals the fact that the differences between the courts on the question of a district's liability for negligence are more apparent than real.

All of these decisions have one thing in common. *In no case did the courts overthrow the doctrine of school district immunity from liability for negligence of the district's officers, agents or employes.* The disagreement related to whether a district ever engages in proprietary functions and, if so, whether it is then liable. This is nothing new. Courts have differed on this down through the years, and the fact that the Michigan court divided on the question and the Arizona court held the district liable are not, necessarily, indications that the courts are changing their holdings and that the court in your state would accept these cases as precedents.

NUISANCE OR TRESPASS

There is yet another aspect of the problem of liability on which courts appear to differ. They are quite sharply divided on the question of a district's liability for maintaining a nuisance or for committing a trespass. Some courts hold that a district's immunity does not apply where it is guilty of active misconduct.

In Connecticut a court recently held a school district liable for injuries received by a child when he was pushed by a classmate.[7] Although the complaint did not use the word "nuisance," the court ruled that the allegations were sufficiently broad to set forth the essentials of a claim for nuisance. Therefore (because certain "positive acts of negligence on the part of defendant in creating and maintaining the alleged hazardous and dangerous conditions are alleged and since the defense of governmental immunity does not avail as against a cause of action founded on a nuisance created by positive act") it held that the town should be held liable.

In New Jersey, a few years earlier, the court refused to hold a district liable on the ground that it was guilty of maintaining a nuisance.[8] It was contended, by one who was injured when he slipped and fell, that the maintenance of the floors in a highly polished and improperly waxed condition constituted a nuisance for which the school district should be held accountable.

In Utah a 3 year old child was severely burned when he fell from his tricycle into hot ashes adjacent to an incinerator on a school playground. In an action against the district for dam-

[1] State *v.* Board of County Commissioners, 113 A. (2d) 397 (Md.).
[2] Sawaya *v.* Tucson High School District No. 1, 281 P. (2d) 105 (Ariz.).
[3] Reed *v.* Rhea County, 225 S.W. (2d) 49 (Tenn.).
[4] Thompson *v.* Board of Education, 79 A. (2d) 100, 12 N.J. Super. 92.
[5] Hummer *v.* School City of Hartford City, 112 N.E. (2d) 891 (Ind.).
[6] Watson *v.* School District of Bay City, 36 N.W. (2d) 195, 324 Mich. 1.
[7] Sestero *v.* Town of Glastonbury, 110 A. (2d) 629 (Conn.).
[8] Thompson *v.* Board of Education, 90 A. (2d) 63 (N.J.).

ages, it was contended that the board operated the incinerator in a manner so dangerous and hazardous as to constitute a nuisance. In refusing damages, the court added that the disposal of paper and rubbish was within the board's implied authority and "since the acts complained of were committed in the performance of a governmental function, the rule of immunity applies, even though the firing of the incinerator was performed in such a negligent manner as may be characterized as maintaining a nuisance."[9]

In these cases, again, the courts are in disagreement, but not on the question of *liability* for negligence. The division is on the question of liability for nuisance or trespass, *i.e.* for active misconduct. Again, it should be noted that this division is nothing new. Courts have been sharply divided on this question in the past.

LIABILITY INSURANCE

Yet a third class of cases is partially responsible for the impression that courts are changing their thinking. In Illinois, a school district that carried liability insurance was held liable for damages up to the amount of its insurance coverage.[10] At the same time the court took judicial notice of the common law rule of nonliability. About a year later, the Indiana supreme court took the opposite position and refused to hold a district liable even though it carried liability insurance.[11]

On the other hand, a federal district court in Illinois, after considering the Broadlands case, held a district liable under similar circumstances.[12] In so doing, it stated "that the rule is that immunity exists against dissipation of public funds in paying a tort judgment, but it is not a defense in a tort action."

Again, in respect to these cases involving the liability of a school district that holds liability insurance, there is disagreement, but this, too, is nothing new. The most significant thing in this respect is the federal court's decision that immunity exists only "against the dissipation of public funds in paying a tort judgment." This, it is believed, is a new trend in the thinking of the courts. Likewise, it appears to be the only new trend noted in recent cases. Whether it will be generally followed remains to be seen.

It is only fair, however, to point out that courts appear to be becoming more critical of the immunity theory. Nevertheless, they appear to be almost universally agreed that, if it is to be changed, it is up to the legislature and not the courts to make the change. One justice, in a dissenting opinion in the Utah nuisance case, took a different attitude.[9] He pointed out that years ago the judiciary and not the legislature created the doctrine of immunity, and said:

"If the judiciary may develop law one way, it may also discard that law when conditions have changed so no longer to make the rule applicable. Stability in the law is no excuse for continuing a doctrine which admittedly works injustice when public policy no longer, if it ever did, requires."

The courts have not leaned toward this position and there appears to be little evidence that they are about to change their thinking on the matter. If the law is to be changed in the near future, it appears that the legislature must do it.

FIVE CONCLUSIONS

Recent cases have been considered here in the hope of dissipating some of the confusion that exists regarding the school district's liability. The following conclusions appear warranted:

1. School districts are not generally held liable in damages for injuries resulting from the negligence of their agents, officers or employes unless made so by the statute.

2. Courts are in disagreement on the question of whether a district loses its immunity when it is engaged in a proprietary as opposed to a governmental function. (In fact they disagree on whether a district can even engage in a proprietary function.)

3. Likewise, courts are divided on the question of whether a school district is liable for active misconduct, *i.e.* when engaged in maintaining a nuisance or committing trespass.

4. Courts are also in disagreement on the question of whether a school district that is covered by liability insurance will be held liable, where the district is without authority to take insurance and where recovery from the insurance company is predicated on a judgment against the district.

5. There is little evidence that courts are changing their thinking. What appear to be departures from the common law doctrine of immunity are, upon analysis, found to be disagreements on the questions of liability while engaged in proprietary functions and for nuisance and trespass—disagreement that is not of recent origin.

RECOMMENDATIONS GIVEN

With these conclusions in mind, the following recommendations are set up as guides for those responsible for administering the schools:

1. Consult an attorney if there is any doubt as to your district's liability.

2. Acquaint yourself with all of the statutory provisions, if any, relating to liability in your own state.

3. Find out if the courts of your particular state have ever ruled on the question of liability in connection with proprietary functions and nuisance and trespass. If they have, be guided by those decisions. In future cases, your courts will, in all probability, follow these as precedents.

4. If it is legally permissible or possible, take out insurance. Not only is it a good precautionary measure in case the courts should some day change their position without warning—an unlikely possibility—but it is good for public relations if you can provide an injured person with financial relief.

5. If you take out insurance try to get a policy that permits the injured party to bring action directly against the insurance company. A policy that provides only for the indemnification of the district in case it is held liable offers no relief to the injured party in those states where the courts refuse to hold the district liable.

6. Be particularly cautious in all cases where you may be considered as engaging in a proprietary function, in maintaining a nuisance, or in committing a trespass. (A reading of court cases leads one to believe that direct attacks on the doctrine of immunity are virtually fruitless. One attempting to collect damages from a district is more likely to succeed if he makes his plea on the basis of proprietary functions, trespass or nuisance. Even then he is not too likely to succeed except in those states where precedent is on his side.)

7. When in doubt about liability or immunity, all one can do is to take that action which is educationally sound. Courts will support you if possible. #

[9]Bingham *v.* Board of Education of Ogden City, 223 P. (2d) 432 (Utah).
[10]Thomas *v.* Broadlands Community Consolidated School District, 109 N.E. (2d) 636, 348 Ill. App. 567.
[11]Hummer *v.* School City of Hartford City, 112 N.E. (2d) 891 (Ind.).
[12]Tracy *v.* Davis, 123 F. Supp. 160.

Even severely handicapped children can attend the public schools if proper facilities are provided (as they are in this Illinois grade school).

Plan a Place for the Exceptional Child

Include him in the regular school program and equip the building to serve him

RAY GRAHAM
Director of Education of Exceptional Children, State of Illinois

J. M. BARROW
Atkins, Barrow & Associates, Architect-Engineers, Urbana, Ill.

DOES that new school you're planning to build include provisions for exceptional children, or are you merely giving lip service to the democratic concept of a full educational opportunity for all?

It is true that many communities have special education programs of one kind or another for their exceptional children—the physically, mentally and emotionally handicapped and the gifted—but few offer the whole group a full educational opportunity. Much too often they are "afterthought" children who get spare rooms on the top floor or in the basement or, in many cases, no place at all.

A look around at most of the newest of our schools provides sufficient evidence that this is still a much forgotten group. Why is this? Who has dropped the ball?

Almost every state, through specific legislation, actively supports education of exceptional children by reimbursing local school districts all or part of the costs of special education programs. Some states have gone so far as to make provisions mandatory for certain types of exceptional children, and there are even instances of state aid for preschool and adult special education. To be sure, a few states are lagging, but the national picture has improved tremendously in the last 10 years and continues to brighten.

The hard fact remains, however, that most new schools being planned and built today *do not* provide adequately, if at all, for exceptional children. Although the state can offer monetary support and encouragement, *it is the responsibility of local administrators and boards of education to develop and operate special education programs, and it is the responsibility of their architects to provide proper and adequate facilities.*

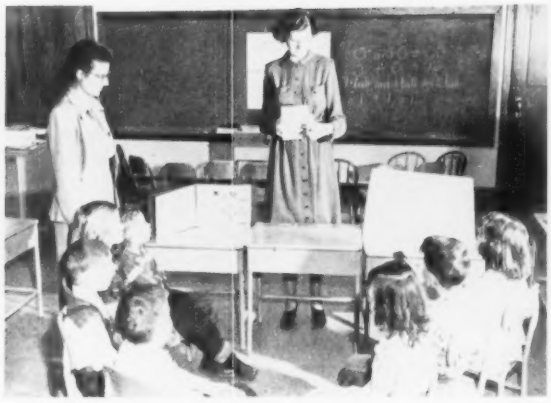
In Illinois, field consultants from our state office of public instruction often encounter apathetic attitudes among those who operate our schools when the subject of exceptional children is broached.

And it is truly disturbing to learn how little factual knowledge sincere and well intentioned schoolmen have of conditions existing in their own schools and communities with regard to exceptional children. The raised eyebrow and blank stare are commonplace answers to our questions about special education in public school programs, and we suspect such "passive resistance" is widespread nationally.

The harried school administrator, with literally a thousand and one duties and problems, is of course wary of additional demands on his time, teachers and housing space unless such demands are obviously vital to the

SPEECH HANDICAPPED

Speech therapy deserves better than a basement room such as this one at right with exposed plumbing, high ceiling and poor acoustics. Good rooms, with proper acoustics and equipment, enable the therapist to do a better job in helping youngsters to overcome speech problems.



good functioning of his school. However, the administrator who possesses enough information about exceptional children—who they are, how many, what they need, and their significance to the school and community—is almost invariably sensitive to their place in the school system. For a special education program to succeed, this sensitivity must be shared by the teaching staff and by normal children as well. In the interest of information, let us restate some of the facts.

Exceptional children are, briefly, those with unusual educational needs for whom the regular school program does not provide an opportunity for their best possible development, or, sometimes, the opportunity to attend school at all. In recent years the areas of exceptionality have been designated generally as follows: (1) speech handicapped; (2) sight handicapped; (3) hearing handicapped; (4) physically handicapped otherwise (including orthopedically crippled, cerebral palsied, post-polio and cardiac cases, and the diabetic, epileptic, post-tuberculous, and so forth); (5) the mentally handicapped; (6) those with social and emotional problems, and (7) the gifted.

As to their number, numerous surveys give us some reasonably concrete figures. The U.S. Office of Education in 1954 estimated "conservatively" that 12.7 per cent of all school age children were exceptional. Of these, less than one-fourth were being provided for adequately. T. Ernest Newland of the University of Illinois Institute for Research on Exceptional Children says his surveys in Illinois and Pennsylvania indicate more than 14 per cent of children of school age are exceptional. Other authoritative sources place the number even higher mostly because of the incidence of speech problems, which alone range up to 10 per cent in some instances. These totals do not include those with multiple handicaps who need help in more ways than one.

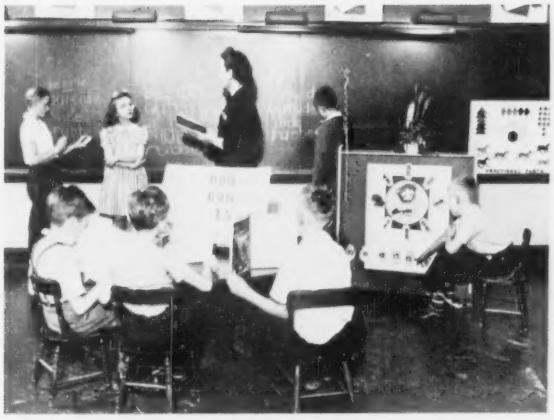
In light of these figures, we feel safe in saying that more than one-seventh of our school-age children require definite special allowances of some kind in the school program or in school housing. Certainly, this is a large enough group to *demand* consideration.

As to needs, some of these children require special classrooms, special curriculums, and specially trained teachers, while others need only a few inexpensive, common-sense provisions within the regular school buildings.

Some children should have preschool help if their education is to

SIGHT HANDICAPPED

Special equipment plays an important part in the education of partially sighted children. Carefully designed rooms, in which particular attention has been paid to lighting, are needed. Special lighting fixtures for the chalkboard must be used in poorly lighted classrooms.



get under way properly. For instance, youngsters with hearing, sight and speech defects and many of those with cerebral palsy benefit greatly from preschool therapy and experiences, which ready them for the school years ahead. If these provisions in curriculum and housing are to be made, the special problems of the children involved must be understood.

There is the well recognized need for dealing with the *whole child*—his emotional, social and physical as well as educational requirements. These cannot be fulfilled by segregating him into specialized institutions or isolated "centers." He needs the invaluable benefits of social experience with normal children in normal situations. Even more than other children, he needs to "belong." By integrating him into the regular school program where he can learn and grow in the social group, we help him discover that despite his handicap he is more *like* other children than different from them. Normal children likewise benefit from these early associations in understanding and tolerance.

This is why there should be a place for the exceptional child in the public school and why that new building you're planning should include him—and should include him for the entire 12 years of his school career. Only by recognizing his special needs and handicaps and by providing curriculums and housing facilities in the regular school system to meet them can we give the exceptional child the full educational opportunity we profess to offer all our children.

Planning for exceptional children in a building program is especially meaningful as many of the facilities required are highly specialized and can best be put in new buildings. Costs are not at all prohibitive; when measured against potential service and achievement, they are negligible.

There is only one place to begin—at the beginning. The survey to determine your community's educational needs should include an analysis of exceptional children. Some architectural firms offer the services of educational consultants and survey experts who assist in the over-all planning of new schools. Also, many universities have survey teams that can be retained to gather data for a school building program or to assist and direct local groups.

In some instances, citizens committees working with administrators and board members can perform these activities. For this, a guide from which to work is necessary. Illinois is fortunate in being the scene of

HEARING HANDICAPPED

Classrooms for the highly individualized teaching of deaf and hard of hearing children must be designed to include much special equipment, such as is shown here. Since much of these children's work will be visual, good lighting is important.

extensive activity in this direction. A research group at the University of Illinois has recently published a comprehensive self-survey bulletin which enables a community to conduct its own thorough survey.[1]

Field consultants in all phases of special education are available from most state offices of education to work with local districts in formulating and working out special education programs. These specially trained consultants also can be of assistance to your architect in the designing of special features for buildings. It is necessary that the architect and educational planners work closely in developing plans for buildings that ultimately will house both normal and exceptional children. Only from mutual understanding of purpose and needs will come desired results.

Your survey should furnish the following information: the number of children of each type and the extent of their handicaps; their location in the district (transportation is an important consideration); the extent of present housing facilities, special equipment, and teachers; the extent of interest in special education among citizens and civic groups, and so forth. All such information must be evaluated carefully to establish a sound basis for building.

When your survey is complete, chances are your findings will approximate the national averages, although these national figures are not a safe substitute for local surveys. Some communities will contain extreme variances.

By way of illustration, let's see how a hypothetical community with 5000 school-age children shows up under analysis. This represents a projection of needs after each exceptional child is evaluated. The percentages used are based on recent national figures except those for speech.[2] This higher percentage is what most authorities now anticipate. *A classroom unit is based on 900 square feet.*

Remember, this is merely an example and should not be considered to be a model from which to work. Only a thorough study of your individual community, with proper consideration given local circumstances, will provide a valid foundation for your program.

Rural and smaller communities will almost always be faced with the dilemma of providing facilities for

[1]Self-Survey of Special Education Needs, Institute for Research on Exceptional Children, College of Education, University of Illinois, June 1955.

[2]Bulletin 1954, No. 13, U.S. Office of Education, *p.* 3.

MENTALLY HANDICAPPED

Special areas for various vocational projects are necessary in classrooms in which mentally handicapped children are taught. The classrooms should be one and one-half unit size to accommodate work alcoves.

small numbers of exceptional children at a prohibitive pupil to teacher ratio. Excellent results in such instances have come from a cooperative arrangement of two or more neighboring school districts sharing each other's facilities, thereby increasing the efficiency of each district's program and giving every exceptional child a better educational opportunity.

PROJECTION OF SPECIAL ROOMS NEEDED FOR SCHOOL-AGE POPULATION OF 5000

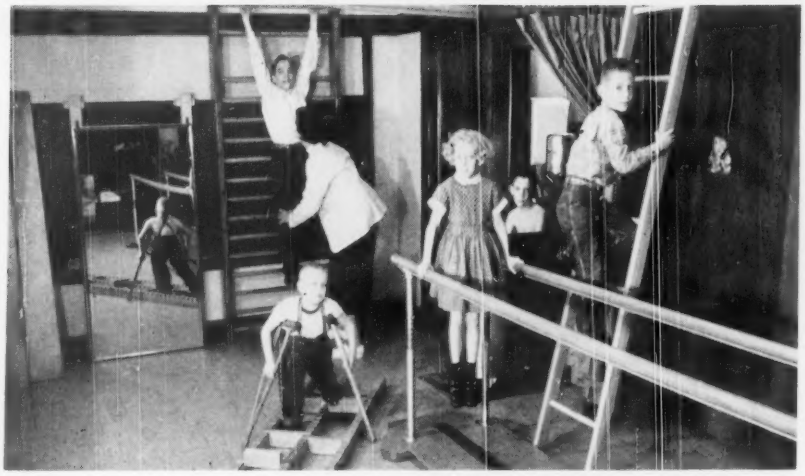
Area of Exceptionality	Per Cent of Incidence	Total Number	No. of Special Rooms Allotted	Unit Size Each Room
1. Speech handicapped	5.00	150	10	.50
2. Sight handicapped				
Blind	.02	1	..*	....
Partially sighted	.18	9		
3. Hearing handicapped				
Deaf	.50	25	4	.75
Hard of hearing	1.00	50		
4. Otherwise physically handicapped (crippled, special health cases, and so forth)	3.00	150	3 (includes therapy)	1.50
5. Mentally handicapped	2.00	100	7	1.50
6. Social and emotional problems	2.00	100	(use multi-purpose speech room)	....
7. Gifted	2.00	100	..	....
Totals	15.70	785	24	

*See comment in text.

Since enrollments in special classrooms are 15 or less, the room allowances in our table indicate that a good number of exceptional children, especially the physically handicapped, do not require full-time special class help. Many of these children in "our town" are able to attend regular classes because the regular schools contain specifically designed facilities which enable the handicapped to get about and use the buildings and classrooms safely and conveniently.

For the sake of expediency, let's say our hypothetical city is in an enviable position with adequate facilities for the entire educational program, including special education. Altogether, our town has 10 school buildings—

PHYSICALLY HANDICAPPED



Above: A well designed and equipped therapy room is a necessary part of a good educational program for physically handicapped children. Storage space is needed for the special equipment. Each room also requires a cot and blanket storage area. If that is possible, the room should have enough space for an isolated rest area.

Left: A convenient, integrated lunchroom, where these physically handicapped children could associate with normal children, is preferable to this special lunchroom designed only for them. The lunchroom must, of course, be easily reached. Handrails may be provided in corridors.

seven elementary, two junior high, and one senior high. Rooms for special education are located thus:

1. A room for speech therapy is found in each of the 10 buildings. This room, carefully planned and with proper scheduling, also serves the counselors of children with social and emotional problems and the visiting psychologist.

2. No special classroom is allotted in our town for the blind and partially sighted because of the small number of children in this group. In larger communities where there are enough visually handicapped children to warrant it, special classrooms in the regular school with full-time special teachers should be provided.

However, there is definitely a program for the children in our town. All but one of the 10, who is blind and in a state run school, attend regular classes in the various schools. They are able to do so through the efforts of an "itinerant" teacher who provides the classroom teacher with special materials and equipment which enable the partially sighted child to carry on his education. The itinerant teacher is also available for special tutoring, using an allocated conference room or the multipurpose speech room, to help these children maintain their learning level with others of their age group.

3. For the deaf and hard of hearing, three rooms are located in elementary schools, one of which will serve preschool and primary children. The fourth room is located in one of the junior highs. No room is designated in the senior high school for those with hearing handicaps as most have taken their place in regular classes after the sixth or seventh grade level. However, a conference room where a special teacher can give them extra help as needed is provided.

4. Classrooms for the physically handicapped are located in a centrally situated elementary building. The physical therapy room is located in the same school. As facilities for this group are the most dramatically different from normal classrooms, it is most desirable to include them in new building plans.

5. The seven special rooms for the mentally handicapped have been distributed like this—four in the elementary schools, logically located as to community population, and one each in the junior and senior schools.

No classrooms are indicated for either the gifted or those with social and emotional problems. The latter group is served by the specially designed multipurpose speech room, while facilities for gifted children are

TALENTED STUDENTS

Above: At Evanston Township High School, Evanston, Ill., many talented youths enroll in a science seminar in addition to the regular high school science courses and a college level course in physics. Three of the 1954-55 group were finalists in the Westinghouse Science Talent Search; the other four Evanston students received honorable mentions.

Right: Evanston Township High School, Evanston, Ill., for the last three years has been a pilot school in the School and College Study of Admission With Advanced Standing. This year 25 seniors are taking a college level course in European history taught by Bernard Mattson.

measured more by curriculum adjustments than by special rooms.

The gifted represent one of our most compelling challenges and are a group of especial interest to most educators. Until recently only two states had made comparable allowances for gifted children in terms of financial support, and some educators preferred not to have them identified with other exceptional children at all. However, the gifted child, too, has unusual educational needs and is therefore exceptional.

More and more states are recognizing the need to offer special help to these, our future leaders, and considerable legislation is in the mill to provide financial assistance to school districts in setting up stimulating programs for the gifted. Special activity rooms where gifted children can work together on various advanced projects have proved successful and bear consideration in the planning of any new building project.

Most of the facilities needed by exceptional children are at the elementary level. In the later grades, many can be assimilated to varying degrees into the regular program. They will have overcome their problems sufficiently or become adjusted enough to attend regular classes if provisions in the school program and the school buildings continue to be made for them. For example, a girl with a heart condition caused by rheumatic fever can take her place to a large extent with other children if there aren't a lot of steps to climb in the building or if there is an elevator to carry her from one floor to another and if there is some convenient and logical place where she can get extra rest during the day.

Or a boy with moderate hearing loss who now wears a hearing aid can attend regular classes after early school indoctrination if he can receive special tutoring periodically to keep him up with his classmates. This means conference room facilities.

This, then, is the key to your building plans. New schools should be designed specifically for all who will use them.

It is a sad fact that a lot of today's school architecture has no place in today's schools if we are serious about the concepts most modern educators hold. True, the much maligned "monumental approach" to school design seems gradually on its way out. However, all too many schools continue to be built with such disappointing features as high entrance steps, awkward-to-handle doors and operating hardware, impractical flooring mate-

rials, varying floor levels, the frightening over-usage of glass, and other unrealistic interpretations of how a building is most conveniently used.

Of course there can be no such thing as a prototype design for schools, but there are some definite rules based on solid knowledge and research that should govern the planning of school buildings and that quite often are ignored in many of our newest schools.

Although in this discussion we are concerned principally with providing for exceptional children in new buildings, these few rules would make schools more convenient not only to the handicapped but to normal children, teachers, parents and all school visitors.

ELEVATORS, RAMPS NEEDED

From many standpoints single-story schools are more desirable, but where multiple-story buildings are considered necessary, elevators should be provided. Grade level or ramped entrances without steps should be considered for all buildings for safe and easy access. The extra cost of elevators and entrance ramps can be justified alone by their value in facilitating the movement of equipment and furniture. Doorways throughout a building should be at least 3 feet 6 inches wide and without thresholds to accommodate children on crutches or in wheel chairs.

Toilet rooms should include an extra large stall with grab bars for self-assistance of those with physical impairments. Floor surfaces everywhere should be nonskid. Long wearing resilient tile is recommended for all but "wet" areas or other special duty rooms. Exterior ramps and entrance platforms should be provided with abrasive surfaces, as should all stairs throughout the building. Nonbreakable glass should be used in corridor and entrance areas for further safety. Of course, careful attention to lighting, heating, ventilating and noise control is always necessary.

The special rooms for each type of exceptional child require individual consideration. We obviously can't go fully into these specifications here, but we can give a general statement of such building needs. Detailed information as to these facilities and special room requirements may be obtained from state field consultants or state offices of education. The U.S. Office of Education is an excellent source of well researched material.

For those with speech handicaps, the largest exceptional group, a room should be available in every building. This room also can double very well as quarters for the counselor of those with social and emotional problems and for the visiting psychologist. Careful scheduling of the room's use will permit this type of operation satisfactorily. For this purpose, the room should be at least one-half unit size with space for files and storage of recording machines, audiometer and other special equipment needed by those using the room. If more area than this is possible in your planning, don't skimp by any means. This room should be attractive, well lighted, and sound treated. A mirror is a necessary piece of equipment. It is a good idea to avoid expansive window areas to eliminate outside distractions.

Rooms for the visually handicapped also require special attention to lighting and color, although all rooms in new buildings should meet high standards in these respects. These rooms should be one and one-half unit size with electrical outlets for special equipment carefully placed. Glass areas in cupboards or wall pictures that would cause glare should be avoided. Storage space should be large enough to accommodate special equipment, such as talking books and special typewriters, in addition to the usual classroom supplies and equipment.

ELECTRICAL APPARATUS REQUIRED

Smaller than normal rooms—three-fourth unit size—are considered satisfactory for those with hearing handicaps. Here the group will be quite small, averaging less than 10, as these children require much individual help. Electrical apparatus such as group hearing aids, recording machines, and testing equipment plays a large part in the education and therapy of those with impaired hearing. Therefore, wiring requires particular attention, possibly involving floor outlets. The rooms should be acoustically treated to provide the best possible hearing conditions, and, as much of the work will be visual, good lighting is important.

Classrooms for the physically handicapped should be in a single-story building with an accessible covered entrance. Handrails may be provided in corridors or difficult areas depending on the building arrangement. A sheltered play and exercise area is also desirable. The building should contain an easily reached lunchroom where handicapped and normal children can associate freely.

Rooms themselves should be one and one-half unit size with storage allowance for the special equipment, although, as in the case of all special rooms, enrollment should not exceed 15 pupils. Toilets with wide, easily operated doors should adjoin each classroom and should be provided with assisting grab rails. Each room also requires a cot and blanket storage area, allowing, if possible, enough space for an isolated rest area.

PHYSICAL THERAPY QUARTERS

Physical therapy quarters should adjoin the special classrooms and are similar to hospital therapy rooms. A radiant heating system in the floors of the therapy and special classrooms helps ensure comfort for these more delicate children who may spend considerable time on the floor.

Classrooms for the mentally handicapped can be located in several different buildings. These, too, should be one and one-half unit size to accommodate work alcoves for vocational projects. Even at secondary grade levels, the rooms will be informally used as many of the teaching methods will be similar to those in the elementary grades. It is important to afford these children a room in the high school building. This will allow further training and encourage them to remain in school where an organized program is available.

Again, the foregoing is but a brief statement of general building requirements for exceptional children. In actual planning, educational consultants, administrators, boards of education, and architects should investigate local conditions thoroughly to determine the needs of the individual community.

ASKS FOR BIRTHRIGHT

It should be stressed that these special provisions for exceptional children are not intended to pamper them. Such conveniences facilitate their learning process and speed their educational and social adjustments.

Remember, the exceptional child in your community is asking only for his American birthright — an equal opportunity to obtain a full education which will help him acquire the social pattern necessary to live well with his fellow man.

Now, what about that new school building you're planning? #

Mrs. Dorothy Barit talks with Supt. Roy E. Robinson, Ferndale. Gaining his approval is her first step as a candidate for the P.T.C.P. program.

Post-Degree Teacher Certification Program in the Detroit area provides

A New Source of Classroom Teachers

PAUL LUTZEIER and CHARLES A. LEWIS

Assistant to Dean, College of Education; Administrative Assistant, Division of Community Relations, Wayne University

A COUPLE of years ago I hired as teachers two 19 year old boys with one year of college education apiece. I hired them the day before school started because I couldn't get better qualified teachers, despite my every effort.

"Today I have qualified persons professionally trained in my own community from which to draw because of Wayne University's program for giving homemakers training as teachers."

This is the testimonial of a superintendent near Detroit who has cooperated with Wayne's college of education in a forward looking program initiated two years ago to help meet the acute teacher shortage in the metropolitan area. The superintendent is J. Willis Owen of Dearborn Township School District No. 4.

He is only one of 26 administrators near Detroit who, during this past year, have been utilizing their own community resources of college trained persons through Wayne's special plan. Education that might otherwise "go to waste" in their communities is thus helping to solve their teacher shortage.

A rich resource of educated persons is to be found in nearly every community—needing only to be tapped and to be provided a teacher training program, these administrators found.

A pioneer group of them found this true in the winter of 1954 when they, with the late Dean Waldo E. Lessenger, inaugurated Wayne's plan. It is still true today, even after Wayne's program has siphoned off a part of the college trained potential—*fortunately* true, it should be added, for the teacher shortage has by no means been solved in the Detroit area, even with the help the plan has given. Much of the need that existed in 1954 remains.

The problem is not merely that of finding teachers—challenging enough in itself—but the problem of finding degree holding persons.

Wayne County, excluding Detroit, has even today, for example, 275 teachers with three but less than four years of college training; 226 with two but less than three years of college work, and 31 with between one and two years of training.

But as Wayne's program continues to provide, with increasing volume, its vitally needed stream of graduates, this situation should improve greatly. For every graduate of Wayne's program not only *is* a degree holder but *was* a degree holder before admission.

The post-degree aspect of the Wayne plan is only one of its assets. The plan, well conceived at the outset, has been changed but little during its two years of operation. The training is designed for elementary teachers.

The enrollee is assigned for one semester to a school where, for five mornings each week, she observes the work of a "master teacher." Gradually, as the neophyte gains confidence and experience, she is given teaching and other responsibilities until she herself takes over the entire morning instructional activity under the direction of her experienced mentor.

Concurrently, three afternoons each week, the student meets with other trainees at a near-by workshop center where they study child psychology and teaching methods and get the advice of specialists in arithmetic, language arts, and other fields. The professional technicians, from the Wayne staff, are sent to the center so that the students need not drive from 10 to 30 miles to the overcrowded campus.

Giving these beginning teachers an opportunity to discuss their morning problems with an expert in the afternoon or to pool experiences with colleagues helps to reassure them and makes immediate improvement in "practice teaching" possible.

Either before or after this semester of directed teaching and workshop activity, the student takes three summer school courses: one in history and philosophy of education, another surveying public education, and a third covering literature, art and science materials.

Thus in one semester and a six-week summer session the applicant becomes a certificated teacher ready to assume a full-time teaching position.

This "Post-Degree Teacher Certification Program," as it has been named, has expanded as its obvious benefits have become clear. Besides the post-degree aspect, administrators consider even more important the matter of on-the-job performance.

How does the P.T.C.P. trainee actually stack up in professional performance with the person who comes

direct from four years of college training—the last two presumably devoted to intensive theory and practice in the profession? Both through their comments and through their continuing demand for P.T.C.P. teachers the superintendents are enthusiastically exclaiming: "Most favorably!"

This appraisal is on the basis of actual observation in a situation where the P.T.C.P. trainees work in the same building with the traditionally trained teachers. A fair share of the credit for the enthusiastic appraisal may, it appears, be given to the screening process which Wayne evolved for the project.

The screening is divided into three major areas: (1) tests of health, including sight and hearing; (2) evaluation of personality, in which the most serious deficit is considered to be obvious inability to work with children, and (3) review of scholastic records.

Several superintendents have commented upon the advantages of the rigorous physical screening at middle age. Accepting into their system candidates known to have good sight and hearing and general vigor in their forties means something to superintendents. Teachers accepted 20 years ago may have developed rather serious physical impairments and still be in the system at 45 or 50; the newcomers, now of the same age, are not admitted unless physically fit.

"This is perhaps the only teacher education program in the nation where *both* the superintendent and the college authorities submit the applicants to screening before they are accepted as trainees," says Roy E. Robinson, Ferndale superintendent, who is one of the originators of the project.

The superintendents' screening is normally accomplished through an extensive interview, but they may submit the applicants to any tests they wish.

"The result," concludes Supt. Robinson, "is fewer heartaches and less waste of time by students, critic teachers, and school administrators themselves, both while the applicants are training and after they are finally placed."

Through the combined type of screening, about one-third of the original applicants are eliminated before they start. The remainder, almost without exception, finish.

PROJECT RAISES STANDARDS

Says Ralph L. Steffek, superintendent at East Detroit: "The project is the exact opposite of a program that *lowers* standards through carelessly adopted makeshifts. Actually, it raises standards by capitalizing on mature judgment and experience at the same time that it rigidly screens applicants on all the points on which younger applicants are screened.

"There is another aspect to this matter of drawing from the more mature prospects—that of motivation for entering the profession," says Dr. Steffek. "Those entering the P.T.C.P. program do not normally do so for financial consideration as such. Most of them are seeking to render a community service and feel that they can do so because of experience in handling children in their own homes. They know that they love children and are happy with them, and they feel keenly the serious result of teacherless classrooms."

Motivation is, of course, but one of many factors that might point to teaching success or failure. Age in itself has some advantages.

"I like the idea of taking older teachers into the system along with the much younger crop that comes from the four-year college programs," says James N. Pepper, superintendent at Oak Park. "The spread in age has many advantages."

The mature older staff members may help younger ones with their personal or emotional problems, and pupils benefit from association with teachers of varying ages, he points out. The plan also helps to spread retirement so that no excessive demands for replacement are made at one time.

A number of the superintendents have commented on the considerable advantage of utilizing as teachers persons who already know the community from living there and who know something of the other problems of the area. One of the major advantages is stability of residence. P.T.C.P. people are less likely to move to other areas than young marriageable people fresh from college. They have a richness of community understanding that younger, four-year teacher college graduates cannot be expected to have.

Acting Dean Robert M. Magee of Wayne's college of education, on the basis of results observed thus far, thinks that the length of the training period is adequate for provisional certification, considering the maturity of those involved and their college education background.

"It appears to be long enough to give people background and confidence," he says "and short enough so that they do not lose interest. It is also long enough to dissuade those not serious about the program.

"We have had no trainees drop out because of lack of interest alone. High morale is the rule, for not only are they sure of a job but they know where that job is going to be, and they already know the people with whom they are going to work. Furthermore, despite the intensive nature of the work, we have had to 'wash out' only three persons from the 220 who have trained thus far. This is apparently because of the careful screening."

Wayne, municipally controlled throughout its history, will officially become Wayne State University July 1, under legislation passed this spring. As a state university, it hopes to extend the P.T.C.P. project farther.

The supervising teacher and the trainee work together with an early elementary group. The trainee (extreme left) is Elizabeth Wagner, and the master teacher is Carolyn Brewbaker of the Lincoln School, Royal Oak.

OPINION POLL

It's an extraordinary, not an ordinary, means of discipline, but most superintendents favor the use of corporal punishment

A nationwide sampling of superintendents by The Nation's Schools

WHETHER or not they favor the use of corporal punishment to control pupil behavior (and 72 per cent do favor it), most superintendents answering this month's opinion poll were eager to make it clear that that is the extraordinary, not the ordinary, means of discipline in their schools. But even some of the minority admitted that corporal punishment must be used "as a last resort."

Those whose answer was Yes divided fairly evenly on the question of whether the principal (54 per cent) or the teacher (46 per cent) should administer the punishment.

Sixty-nine per cent of the boards approve of corporal punishment as a policy; the remaining 31 per cent either have no policy or officially disapprove of corporal punishment. At least one of the latter is about to discuss the matter further, because of the misgivings of some administrators, teachers and board members.

Everyone concerned seems to be more willing to administer corporal punishment to elementary school children (only 13 per cent said "under no circumstances") than to high school boys and girls. When the latter need disciplining, many superintendents pointed out, suspension or even expulsion is a preferable method. In answering the fifth question, one superintendent said: "Our high school teachers have as many opinions on the beneficence of corporal punishment as there are teachers. Probably no superintendent can say that the *group* belongs in any of the three categories you have named."

The superintendents favoring the use of corporal punishment expect teachers to use other reasonable means of discipline first and to take into consideration the child's own character and circumstances. Certainly the wrong teacher could abuse the opportunity to use corporal punishment. But the right teacher may have to use it, and in certain circumstances it may be effective.

"Our school board does not prohibit corporal punishment but thinks the best teachers do not need to use it," explained a Maryland superintendent. "I have been in the school game for 24 years and have never whipped or spanked a pupil, but I wouldn't want to take the privilege away from a teacher who thought there was no other way to handle a certain situation."

An Idaho superintendent stated that without the authority of justified fair punishment it is extremely difficult to maintain acceptable order. But the enforcement of any punishment should not be abused, he added, and prior warning should always be given.

DISCIPLINE SHOULD FIT CHILD

Several superintendents pointed out that the discipline should fit the child —some children think paddling is normal and natural punishment. In the lower grades "a pat in the right place at the right time does no harm, and may do some good." One man said that children must learn to respect authority just as they must learn to read, write and "figure." If many of them do not learn it in school they will not learn it later, he thinks.

An Ohio superintendent commented: "Some people have their brains in the seats of their pants, and the only way to reach the brain is by means of a board. No wonder there is a teacher shortage, when all the sob sisters, both male and female, weep their tears over whether or not a kid should be paddled."

Another superintendent from the same state said he thinks "it is about time we toss the child psychology books out the window. We use a psychologist in our schools. We prune trees, and we must prune children."

A Colorado schools system leaves it up to the parent. The parent is called in to discuss the case—"if the parent wishes to punish in privacy of school office, fine; if at home, fine. Cooperation between school and home is necessary."

Other superintendents point out bluntly that, if the parents were more willing to discipline their children in the home, the problem of using corporal punishment in the schools would be much less likely to arise.

Probably for legal reasons, many administrators insist on the necessity of having a witness when corporal pun-

CORPORAL PUNISHMENT

1. **Do you favor the use of corporal punishment to control pupil behavior?** Yes....72% No....28%
2. **If your answer is "Yes," should punishment be given by:**
   - (a) the principal?....54%
   - (b) the teacher?....46%
3. **Does your board approve of corporal punishment as a policy?** Yes....69% No....31%
4. **Are teachers in your elementary grades permitted to use corporal punishment:**
   - (a) Only in extreme cases....27%
   - (b) In mild form, when other methods do not work....60%
   - (c) Under no circumstances....13%
5. **Do teachers in your high school consider corporal punishment of students:**
   - (a) Beneficial, if administered in private....20%
   - (b) Necessary, in extreme cases of class disorder....40%
   - (c) Undesirable....40%

ishment is administered by either a teacher or a principal.

On the negative side, one Michigan superintendent commented that most of the questions in the opinion poll cannot be answered definitely Yes or No. While corporal punishment is not favored in his school system, it has been used when there seemed to be nothing else that would work. Several others agreed that, while they certainly did not favor the use of corporal punishment, sometimes there just seemed to be no alternative.

One Kansan said: "We consider corporal punishment to be used only when students cease to be manageable as boys and girls. When one permits his or her self-respect to drop so low as to take on animal qualities, then we feel they must be dealt with as animals rather than as human beings. This state, however, is very rare."

A California district has another way of dealing with the problem, when older students are involved. "As soon as a boy or girl is 16 and is a repeated trouble maker they are suspended repeatedly and in general denied privileges. This soon discourages them, and they quit. A pupil may be entitled to a free public education, but he has the responsibility to apply himself, behave himself, and not hinder others from enjoying the same privileges."

Other administrators made it clear that their No was completely unqualified. An Illinois man's view is: "Many of our lay people favor corporal punishment, but we as professional educators feel that we have failed if the situation reaches the point where corporal punishment is in order. The 'old school' of thought does advocate using corporal punishment, but in our opinion it would indicate that education, as slow as it is, has not moved forward in our history but backward."

A New Yorker stated flatly: "The use of force (corporal punishment) solves nothing other than indicating that one person feels he has superior wisdom and judgment sufficient to violate the personal rights of another. It is contrary to our way of life."

In some states—including New Jersey, Connecticut and Colorado—teachers are forbidden by law to use corporal punishment, although not all the school people in those states are sure the law is advisable. "We in the state of Colorado," said one respondent, "cannot use corporal punishment on high school children, but sometimes we wish we could." #

TEACHING AS A GREAT

requires self-respect, desirable living standards, and compensation based on merit

WILLIAM A. YEAGER
Professor of Education, University of Pittsburgh

THE approach to the study of the teacher's economic position should be predicated on the acceptance of the fact that *teaching is a profession.** More than that, it is one of the great professions, comparable to law, medicine and theology. It has had a great historic past and bids well to have a great future. Teaching satisfies an indispensable social need, requiring for that purpose a certain competency in terms of extended preparation, culture, skills, a code of ethics, and a devotion to high service.

Such an approach indicates that teachers should accept without reservation their high calling and in so doing maintain a professional self-respect which seeks constantly to improve that calling. Consistent with the teacher's self-respect is the respect that the citizens of any community should have for their teachers and the profession which they represent, a respect equivalent to that held for members of any other profession or public service. The accomplishment of this objective becomes the task of the teachers as individuals and as members of associations. On the community's part, community leadership through such organizations as the parent-teacher association should be directed toward this end.

The second factor to be considered in the teacher's economic position is the determination and maintenance of a *desirable and acceptable standard of living for all teachers.* This may be difficult to determine with any degree of agreement because of the varying conditions in which teachers live, for instance, in urban as compared with rural communities, and because of the varying needs of men and women. However, there are some economic essentials on which there should be agreement.

As a professional person, the teacher should have a home situation comparable to that of other professional people. He should dress appropriately and be able to afford those necessities for appropriate living that will maintain his own self-respect as well as the community's respect for education. Aspects of an adequate standard of living for a teacher might well include: a reasonable standard of support of himself and his dependents; a home and an automobile; education of his children; vacation and travel expenses; a hobby; advanced education; a small savings account; some investments; money to pay the costs of illness or death, and financial ability to refurnish his home as needed, pay his debts, and help his children and others when in need.

No doubt there is a certain standard of living in most communities, especially in smaller towns and cities, to which teachers must subscribe and from which they may not deviate without criticism. However, those items I have mentioned are common and quite adaptable in any community. Public support of education will be maintained and progressively increased in any community much in proportion to *value received* by the citizens, and in terms of a certain community satisfaction with educational expenditures. This refers pointedly to teachers' salaries and the standard of living which they maintain.

There is an old adage that one usually receives in quality in propor-

*For an analysis of this concept the reader is referred to Yeager, William A.: Administration and the Teacher, New York, Harper and Brothers, 1954, Chapter 1, Development of Teaching as a Profession.

PROFESSION

Fourth and final article pertaining to the teacher's economic position

tion to his willingness to give value received for that quality. Teachers who have demonstrated competency continue long in the affections of those they serve and generally are rewarded in consequence. Unfortunately, there are exceptions to this observation, especially when it becomes necessary to recruit younger teachers at salaries higher than those paid to teachers who have given continued meritorious service.

In any event, the maintenance of quality in teaching is a criterion of a good school. A study of teachers' salaries might well begin with those who have given faithful service and demonstrated continued competency. Every effort then should be made to recruit good teachers, starting them at salaries sufficient to attract and retain them. As teachers mature, the salary schedule should provide for their retention and growth in service. At the same time, incompetent and unworthy teachers should be eliminated as rapidly as possible. Desirable teaching conditions should be maintained at all times, so that good morale constantly exists. Since security is an essential characteristic of good teaching, provision should be made for the teachers' welfare, especially through tenure and retirement.

It has been pointed out in earlier articles that teaching has assumed the nature of a part-time position as indicated by (1) nine to 10 months' employment, and (2) weekly hours so arranged that many teachers now engage in outside employment to provide supplemental income. It has been shown that an increasing number of both men and women teachers are now engaged in supplemental employment beyond the school day and have raised thereby their income and corresponding standard of living. The important point to observe is that teachers should not be required to supplement their teaching salaries through outside employment, especially in those activities which are hardly in accord with the high profession of teaching and in which the teacher as well as the profession suffers loss of respect.

Determination of an adequate minimum salary is a basic consideration. Greater attention should be given to equalizing this basic salary on both state and local levels. Financial advantage accruing to teachers in more favored school districts, through wealth, urban or rural living, or more desirable community attitudes, should not work to the financial disadvantage of those teachers less fortunately situated, especially to the extent that the latter are attracted to these more favored communities.

EQUALIZATION OF SALARIES

The traditional support of education in each community over the years has been the tax on real property, with approximately 70 per cent of the local current expense budget allocated for teachers' salaries. Gradually, the property tax has been declining as the principal source of local revenue, necessitating other forms of local taxation and support. Since communities differ so widely in their ability to support education, higher state reimbursements are needed in order to maintain even minimum salaries. Obviously, more favored local school districts have the advantage; again the result is migration of teachers from less advantageous districts to those more favored. It is a state's responsibility to maintain greater equalization in this respect. At the same time provision should be made to require all school districts to make the maximum local effort consistent with their financial ability.

A critical examination should be made of the many schemes devised recently by school systems in order to provide additional money for teachers. Such schemes include: (1) extra remuneration for extra duties (E.D.R.), such as coaching, driving the school bus, acting as adviser for the school newspaper, and performing administrative duties; (2) cost of living adjustments; (3) additional amounts for dependents; (4) bonus; (5) differentials for men and women or for elementary and secondary teachers; (6) residence, and (7) the application of the merit principle. Perhaps there are others. These schedules are usually makeshifts at best and, while providing a basis for supplementing the teacher's salary, cause widespread dissatisfaction among teachers in their administration. With the exception of the application of the merit principle in the salary schedule, they are scarcely justifiable.

A more desirable approach to the problem is to determine the exact nature and responsibilities *of each position,* designate as accurately as possible its relative position on the salary schedule, locate each member of the staff in terms of his competency for that position, and retain him in that capacity in relation to his interest and continued competency through appropriate increments and a satisfactory school environment and morale.

As the teacher's economic position is adjusted upward, there are other problems that should be taken into consideration. Far too many teachers leave the profession after a few years of service. While many leave to take positions with higher salaries or for marriage, others leave for reasons which are less justifiable, such as unfavorable working conditions and poor morale. Many of these conditions could and should be corrected. More men should be attracted to the teaching profession, retained as teachers, and paid accordingly. Competent married women teachers should be recalled to the profession, as their household duties permit, and retained in it.

MERIT PRINCIPLE

The merit principle in teacher advancement needs to be faced squarely without sentiment or prejudice, and applied objectively and intelligently. Above everything else, and at all costs, the prestige of the teacher and the teaching profession must be maintained or enhanced. This is largely a problem for the whole profession.

We are making considerable progress in discovering facts and applying them to teachers' salaries. The point to remember is that *sound research is greatly needed in analyzing and solving these problems.* If we can hold on to our gains and solve some of the pressing problems standing in the way, a promising economic position for teachers is assured, and the profession will be advanced thereby. #

CRITICS JUMP THE GUN ON "TEACHER-AIDE" RESEARCH

"Wait until the project has been completed," advises director of Study. "No official conclusions have been reached." Final report in 1957 will include wide range of data. Study extended to secondary field.

An interview with CHARLES B. PARK by A.H.R.

CRITICS should withhold their judgments until the span of the Study has been completed," states Charles B. Park, director of current research that is commonly, but erroneously, identified as the teacher-aide study or the Bay City Plan.

The project, now entering its fifth and final year, is officially known as Cooperative Studies for the Better Utilization of Teacher Competencies.

Its efforts to date are "evaluated" by articles and an editorial in the June number of the *Journal of Teacher Education* and by an article in the May number of the *NEA Journal.*

The full gamut of criticisms and comments about this Study was reviewed by the national advisory committee of the project at its meeting at Central Michigan College, Mount Pleasant, May 8 and 9 (see pictures on opposite page).

Following the meetings of the advisory committee, at which the editor of The NATION'S SCHOOLS was an observer, Mr. Park and other members of the staff were interviewed concerning the attempts of various professional groups to "evaluate" the Study, although it has not yet been completed.

"Pre-judgments are contrary to our intended plan of procedure," explained Mr. Park. "We feel that it should be emphasized and re-emphasized that criticism should be withheld until the Study has been completed. However, we do welcome criticism and suggestions for making the Study more effective. Our advisory committee has studied these criticisms primarily for what constructive values they might have for the final year of the project. We will concentrate intensely during the final year on the gathering of data and obtaining impartial evaluation of various phases of the project. For a considerable part of this evaluation outside agencies will be employed, so that there will be no questions concerning the neutrality and the objectivity of the data."

From the articles appearing in both popular and professional magazines, assumptions or implications concerning the Study were condensed into nine questions, which the director of the Study has answered as follows:

Has the Study, to date, released any official conclusions? If so, what were these conclusions, and on what data are they based?

The Study has not, to date, released any official conclusions. Reports of progress have included summaries of the evaluative processes, with emphasis on the fact that these summaries are not in any way conclusive. These summaries have taken into account only the first year and part of the second year of experimentation with teacher-aides. It should be emphasized that the cooperating teachers who are participating in the experiment are capable persons who have been carefully selected and who have expressed a desire and willingness to try the teacher-aide plan.

Because there was no previous definition of what the trained but nonprofessional aide's job would be, the Study has placed much of the responsibility for determining the activities for which the aide is competent in the hands of the teacher. Since the inception of the experimentation, the teacher has largely determined the duties and jobs of the aide assigned. This involves the ability of the teacher to work with aides and to organize her program so that the aide can be of help. It also involves the training, competencies and reliable judgment of a teacher, so that she will not assign an aide to areas in which the aide is not competent.

Is the Study conducting independent research, or is this a demonstration or experiment to show the value of a teacher-aide?

We consider this Study to be both research and experimentation. We are attempting to determine the prac-

Seated in a square, members of the committee, the staff, and other interested persons are shown at the meeting of the national advisory committee of the Cooperative Studies for the Better Utilization of Teacher Competencies May 8 and 9 at Central Michigan College. The pictures below show closeups of each of the rows.

Robert W. Kilbourn, Curtis R. Stafford, and Harold H. Wilcox, Study staff members; Charles B. Park, director of the Study; Charles L. Anspach, president, Central Michigan College; Woodward C. Smith, member, board of control; Lyndell N. Welbourne, Harry L. Brown, and Emil S. Gavlak, Study staff members. The project is financed by a grant from the Fund for the Advancement of Education.

Arthur H. Rice, editor, *The Nation's Schools* (as an observer); Walter E. Hager, president, District of Columbia Teachers College; Frank H. Trotter, past president, National School Boards Association; Harriett Van Antwerp, director of elementary education, Bay City, Mich.; G. Arthur Stetson, superintendent, West Chester, Pa.; Clair L. Taylor, superintendent of public instruction, Michigan; Christine M. Heinig, associate in childhood and secondary education, American Association of University Women, Washington, D.C.; Howard Dalman, principal, Greenville High School, Greenville, Mich., and president of Michigan Secondary School Principals Association; Charles W. Hunt, consultant, American Association of Colleges for Teacher Education; Anna W. Ludlow, vice president from Region IV, National Congress of Parents and Teachers; Edgar G. Johnston, professor of education, Wayne University; Kenneth T. Bordine, director of placement, Central Michigan College.

Curtis Nash, chairman, education and psychology department, Central Michigan College; Martin Atkins, superintendent, Carson City, Mich.; A. Parley Bates, superintendent, Weber County schools, Ogden, Utah; Harold L. Hawkins, superintendent, and Vera Harshbarger, director of elementary education, Kimball Township schools, Port Huron, Mich.; John Diefenbaker, principal, and Charles G. Coggins, superintendent, Holly Area Schools, Holly, Mich.; Paul W. Briggs, superintendent, Bay City, Mich., where one of the major experiments is being conducted.

John K. Weiss, assistant vice president, the Fund for the Advancement of Education; Albert J. Phillips, executive secretary, Michigan Education Association; Harold B. Gores, superintendent, Newton, Mass.; William J. Ellena, associate editor, *Journal of Teacher Education*, National Education Association; Elliott C. Spratt, secretary, Hillyard Chemical Company, St. Joseph, Mo.; Eugene B. Elliott, president, Michigan State Normal College; Alice Latta, Park Rose High School, Portland, Ore.; Willard C. Olson, dean, school of education, University of Michigan.

ticability and feasibility of using teacher-aides in the classroom as one way of coping with the problems of teacher shortage, lack of classrooms, and large class sizes. We are experimenting with different uses of the aide or helper.

Our research is being geared largely to the evaluative aspects of the Study. In order to obtain an unbiased and objective evaluation of the plan at its conclusion, several research technics are being employed. Included are (1) a program of achievement and psychological testing; (2) opinion inquiries, including samplings of pupils, teachers, administrators and parents (an outside established company will be employed to conduct this inquiry during the final year); (3) cooperative time studies of teachers, aides and pupils, and (4) a general evaluation by a team of five nationally recognized persons in various fields of education. An attempt will be made to appraise the teacher-aide plan in terms of critical questions which have been raised regarding it.

Is this Study limited to the idea of a teacher-aide, or will its final report cover other pertinent data relative to greater utilization of teacher competencies?

The Study is not limited to the idea of a teacher-aide. The Study is also experimenting with the *greater use of instructional materials* as they may relate to greater utilization of teacher competencies. The use of the trained specialist is also being tried, *i.e.* clerical helpers, assistants trained in the operation of audio-visual equipment, and so forth. The special skills and knowledges of aides are also being used as resources in the classroom under the direction of the teacher. We plan to include a wide range of data relative to greater utilization of teacher competencies when we make our final report.

Does the Study at this time make any claim as to the advantages and disadvantages of the use of teacher-aides in the classroom?

No. We do not make any claim, "for or against." We are, however, encouraged and optimistic about the possibilities of the teacher-aide plan because it is working so well in the 26 school systems affiliated with the Study. The major fears and concerns which were defined by the staff and the national advisory committee before the experimental program started, and since by other professional groups and individuals, just don't seem to materialize into problems.

Is the Study exploring the suggestion that the classroom teacher be given additional clerical help without the practice of assigning to her the full-time services of a teacher-aide?

Yes, this pattern of aide use is included in the experimentation. In some instances aides with clerical backgrounds are assisting several teachers in a building. In other situations an aide with a general educational background is assigned to more than one classroom teacher.

In its original pattern, the Study proposed to investigate three areas: (1) that of providing additional personnel to aid the teacher; (2) that of studying the effect of providing the teacher with more and better instructional materials, and (3) the influence of the classroom environment upon the effectiveness of the instructional program. What research is being done with regard to instructional materials and environment?

Two instructional materials experimental centers are part of the Study. One is located in the elementary school at Gaylord, Mich.—a typical consolidated small town school, and the other in the Dolsen Elementary School at Bay City, Mich.—a typical large city school. Research is being conducted in the use of materials as a teaching technic, in conjunction with the instructional program of the teacher.

The effect of classroom environment on the job of the teacher and on the learning of pupils is being tested in the Dolsen School (Bay City). This new school was designed with the teacher-aide plan in mind. Corridors have been captured and movable cabinets have been provided to give flexibility of room use. Gaylord has designed a new building which will incorporate greater flexibility, changeability and improved light control. We are planning classroom time and motion studies for the final year of the Study.

When will the final report be released?

In the fall of 1957, following the final year of experimentation.

What has your past year's exploratory study indicated with regard to the need for research in the secondary field, similar to that you have been conducting in the elementary field?

Time studies conducted in 14 Michigan high schools, involving more than 200 teachers, indicate that the high school teacher is, on an average, spending 35 per cent of her day on tasks of technical-clerical and miscellaneous nature. Most of these tasks call for little professional training or competence. Because of this evidence, and because the same problems now confronting the elementary schools will soon confront the secondary schools, research and experimentation having to do with greater utilization of teacher competencies and physical facilities seem imperative at this time. The time studies consisted of a full day of stop-watch timing for each teacher, and the sampling included all subject areas ranging from the strictly academic to the vocational.

Although the data gathered have not yet been completely tabulated and refined, it is already evident that a close scrutiny of teacher load, pupil-teacher ratios, method of instruction, instructional materials use, and the pattern of facility use deserve examination in the secondary school field.

What is the status of the proposal to the Fund for the Advancement of Education with regard to the continuation of this study in the secondary field?

Central Michigan College has just received an additional grant ($22,950) for the next school year (1956-57), which will finance some beginning experimentation in several Michigan high schools, as well as money for planning by a number of Michigan school systems for more extensive and varied experimentation which, it is hoped, can be initiated the following year.

Experimentation next year will consist largely of using variations of the teacher-aide plan at high school level.

The advice and planning outcomes of a state advisory committee, consisting of school administrators, teachers and others, as well as recommendations from the existing national advisory committee, will, to a large degree, determine the trouble areas and the kinds of experimentation which seem desirable in a number of secondary schools in Michigan. #

JULY

Rockets fly high and bump! Down they go,
Exhausted with fury and sound;
Pinwheels and sparklers sizzle and glow
As they chase their tails 'round and around;
Crackers explode with a zing and a zoom
When they're filled with the right TNT
I can't help but think as I watch them go boom
They sometimes remind me of me!

« »

1956 MODELS

WHEN THE PAINT JOB on the old model has worn thin, when the fenders are completely battered by daily collisions, and the engine begins to wheeze, what does a board of education look for as it goes shopping for a newer model school administrator? Neal Gross, Harvard sociologist, after interviewing more than a hundred superintendents, compiled a list of qualifications. Translating his findings into commercials, it seems that the 1956 "super" must possess an extremely low boiling point (practically no blood pressure at all, says the prof), an ability to get tremendous mileage per gallon (budgets and such), have a heavy duty finish (muddy roads ahead, probably), possess unusual durability for long driving, a built-in radio, radar and television (public relations stuff), power steering and a goodly supply of chrome trim.

Pish and tut, prof, there are other requirements which the board of education is looking for which are not even listed in the most recent specifications for a school bus.

Strange as it may seem, they seek a philosopher. Sometimes they don't seem to give a hang what the philosophy may be, as long as it isn't too progressive, but they seek a superintendent who knows where he is going and why he is going there. They want a builder. Of course, he should be able to build buildings and curriculums, but they want him to build character and brains and boys and girls. They look for a humanitarian, too, and a human relations expert, for they know that in this superintendent business you meet the darnedest people.

It all sounds like a big order, but believe it or not, boards usually find what they are looking for even though they don't bother to tell the fellow after his name's on the dotted line.

Chalk Dust

FREDERICK JAMES MOFFITT

Chalk Dust and Isabel M. Peacock, president of the New York State Association of Educational Secretaries, admire the Indian mascot of the National Association of Educational Secretaries. As one-time director of Indian education in New York State, Mr. Moffit seems particularly appreciative of the charm of Minnehaha.

TAKING THE AIR

BECAUSE OF PRESENT-DAY interest in "educational" television, including the wrestling and the fight programs, every school administrator may confidently expect to be extensively televised in the immediate future or even sooner. The quicker the victim buys himself a blue shirt and has the mole removed from his nose, the more photogenic he will be and the more people he will influence. In times past, no matter how much weight the school superintendent carried, he was always fair game for radio, but this TV business presents a different picture.

The old rules no longer apply. At the Service Club, the superintendent once won great acclaim as a speaker when he learned the fundamental truths of speechifying—to stand up, speak up, and shut up. His motto then was: "Be interesting, be brief, be gone!" But comes TV and the participant must hold to his appointed time, even though he bumps smack into commercials for beer or less intriguing sudsinesses.

Here, then, are some important rules for TV appearances which separate the men from the boys. The TV producers want all performers to be informal, relaxed, enthusiastic, smooth and unhurried. This would seem to rule out most school administrators who, as a class, are mostly hurried and unrelaxed. The studios are agreed, however, that the average school administrator is usually a smooth article, so he is pressured into the TV business.

Upon accepting the invitation, the administrator is expected to plan his TV program using an original idea. If, as usually happens, he has no original at hand, he should procure an idea regardless of origin. He must also produce a "visual interest getter" to start the program so that he won't get tuned out as soon as his name is mentioned to the taxpayers. If he brings an iron lung or a few Egyptian mummies, he will be sure to get attention. In general, he should not use young children as "interest getters" because their social habits are unpredictable.

Before he takes the air, the superintendent should obtain a rough floor plan of the studio so that he can move from table to desk to blackboard to out without stumbling. After stumbling, he should obtain a corrected floor plan of the studio for future use. Shirts of gray or blue with all buttons in place (wives, please note) are nice to have. He should not read a script or notes nor should he just talk. After all, this isn't a teachers' meeting.

All participants should talk slowly and slow up between times. They should neither fidget nor look nervous. If an accident does happen, as it surely will, it should not be ignored. The performer should simply explain informally what happened and continue until the next station-break, if ever.

To heighten interest, the TV folks urge plenty of illustration by anecdotes or examples. For reasons understandable, the wise superintendent will select his anecdotes from Roman history and his examples from school districts far, far away.

Camera! lights! heat! You are on the air! #

SCHOOLHOUSE PLANNING

Make the dollar go farther with

Long-Range Planning for School Plant

W. W. THEISEN
Assistant Superintendent, Milwaukee Public Schools

LONG-RANGE planning of the school plant to meet future needs should be viewed by boards of education and school administrators as a matter of major importance. As enrollments in growing communities mount, the only hope of escaping the need for resorting to makeshift measures, such as overcrowded or substandard classrooms, rented quarters, half-day classes with their curtailed curriculum offerings, or expensive outlays for transportation, is through systematic planning for the future.

In this connection, a look at what is done in business may not be without profit. Forward looking executives are well aware of the disastrous effects which shortsighted or poorly conceived policies may have upon the continued success of the business. These organizations develop their plans for the future around the product they expect to produce and market or the service they expect to render.

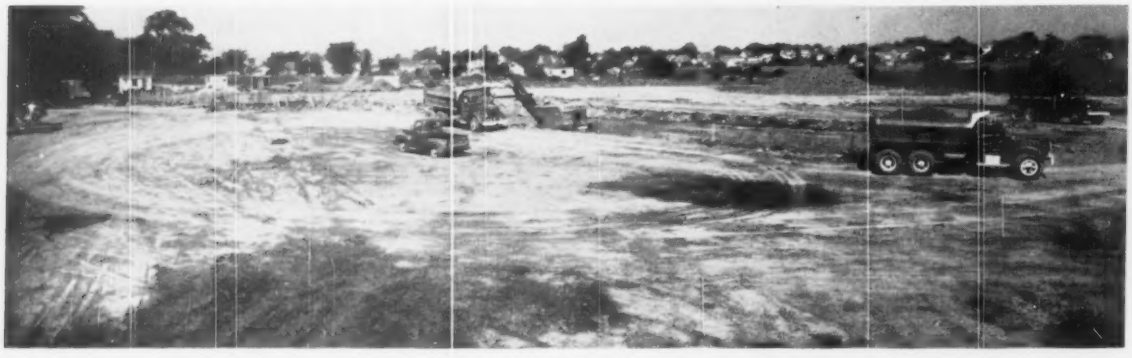
A long-range program looking several years ahead and involving an ultimate expenditure of millions of dollars for school buildings may at first seem staggering, but it is likely to be accepted when the truth and significance of the facts become evident. As citizens come to understand clearly that the program outlined represents the actual needs of the community and that the financing of the program over a period of years will not be unduly burdensome, any early opposition, if present, is likely to disappear. As the time for proceeding with a particular item on the program approaches, it can be shown that this is fully in accordance with the long-range program previously presented and approved and that it is not something additional. Whenever building problems are approached piecemeal, without reference to the total needs, this advantage is lost.

Planning a long-range program involves the selection and purchase of sites, making plans for financing the program, gathering and interpreting data on the basis of which predictions of the future can be made, and examining educational policies. Competent personnel, perhaps including consultants, is needed.

The development of a school plant program for the years ahead must be based upon the educational offerings to be provided at a given time and place. Long-range planning of site requirements, if accompanied by prompt action in making necessary purchases, makes it possible to obtain choice sites at a reasonable cost. If at all possible, sites should be selected several years in advance of contemplated use. They should be acquired in accordance with predictions of need based upon factual studies of past and present trends. If there is any strong possibility that a given parcel of land may be needed as a future school site, it should be acquired, even though later developments may prove that it no longer represents a desirable location or is not needed. Such a site can usually be sold at a profit or exchanged for a site in another location if it is not needed.

Delays in the purchase of sites are expensive. They have undoubtedly

EARLY PURCHASE COST $18,700. This site for the Fairview Elementary School was purchased before homes in the vicinity were built. It was acquired at a cost of only $18,700.



cost taxpayers in America many millions of dollars and will continue to do so unless the practice of long-range planning becomes more widespread than it now is. Much of the extra expense in the past could have been avoided had provision for anticipated site needs been made well in advance of actual use. Unimproved parcels of land in an expanding community which can be purchased for a relatively small sum now may cost several times as much if purchase is delayed a few years. A few new homes on a piece of land desired as a school site may make the price prohibitive.

BUY AHEAD OF REALTORS

Site purchases should be made before home or business developments in the surrounding area occur, for such developments result in sharp increases in land values. As an illustration of what happens to land values, the experience of Milwaukee may be cited. A 22 acre tract desired for a junior high school was purchased in 1954 at $1100 per acre. Even though residential development in the area has only now begun, adjoining parcels, no more desirable than the one acquired, are now valued at $4000 per acre. Another 20 acre parcel on the opposite side of the city was purchased in the same year for $850 per acre. Even though residential development in the area has at this date not yet begun, the remaining portions of the unimproved tract of which the school site is a part were sold for $3000 per acre.

Had school boards and superintendents a few generations back been able to foresee the needs of today, there would be fewer instances like that of Boston, where a 1953 study showed that the site of the "typical or average school" built between 1900 and 1920 is located on a site of less than 1 acre.* Boston's experience is probably typical of that of most older large cities.

Numerous instances could be cited in cities today where the cost of providing a school with play space sufficient to meet accepted standards requires an expenditure of several hundred thousand dollars. To acquire the remaining half of a block to enlarge a site needed for the replacement of an elementary school, a large city recently paid in excess of $250,000. A residential block in an older section of the city desired for a high school playfield, but not yet acquired, is valued at more than $400,000. Such expenditures become necessary if equality of opportunity in the form of physical facilities is to mean what the term implies.

When site purchases in undeveloped or partially developed areas are contemplated, owners may be reluctant to sell only the portion desired, thus making it necessary to purchase a larger tract than is needed or desired. Often, however, the purchase of a tract larger than deemed necessary at the time proves a boon in disguise. Later developments may not only indicate the need for a larger site than originally contemplated, but the appreciation of land values which usually follows as the community develops may make it possible for the school system to dispose of excess portions at a profit.

A saving in cost, however, is not the only benefit to be had from early selection of a school site. The opportunity to choose a parcel that is particularly desirable from the standpoint of such matters as accessibility, centrality, elevation, topography, drainage, soil conditions, natural surroundings, absence of health and safety hazards, and size would probably be regarded by many as more important than cost.

Admittedly, it is not always possible to determine school site needs accurately several years in advance. The sudden development of a huge industrial plant in a rural area, as at Willow Run, Mich., and many other places throughout the nation during World War II or a housing project involving hundreds of home units cannot be foreseen. In such cases, much can be done, however, to soften the blow by prompt action as soon as it is learned that such developments will occur in a particular locality. Speedy action is required to acquire necessary school sites, not only because of the probable increase in land values but because major developments are usually followed in short order by other developments in the immediate vicinity, thus making it more difficult to acquire the most desirable sites.

PLANS FOR FINANCING

Planning of the building and sites program is a prerequisite to the development of plans for its financing. Only as the entire needs are projected over a period of years is it possible to determine with reasonable accuracy whether anticipated revenues will be adequate or whether legislation increasing the school district's legal limitations for raising funds will be necessary. With a long-term program of school plant needs, and the community's financial picture to serve as a guide, the burden can be distributed more equitably in relation to other obligations which the community may be required to meet. Annual budgets

*Sargent, Cyril G., American Institute of Architects, School Plant Studies, BT 1-20.

LATER PURCHASE COST $249,375. To purchase the one-half block needed to permit replacement of an old building, Center-Pierce Elementary School, required an outlay of $249,375.

for capital outlay can then be prepared accordingly and with higher probability of favorable support on the part of the public.

Unless the physical plant necessary to carry out the desired educational program is properly planned and executed, the educational program cannot function as intended. If, for example, the educational program calls for a system of junior high schools, there should be buildings and grounds capable of accommodating the curriculum program of the *junior* high school. Only as the building program is prepared and carried out can the administrator hope to achieve the ends sought.

A plan for meeting school plant needs several years in advance has other distinct advantages. Even though frequent restudy is necessary to note the effects of changes in conditions or educational policies and modifications must be made accordingly, the building program and the facts upon which it is based serve as a guide to the board and the administrator. In the absence of a definite program, supported by facts, there is the ever present danger that important decisions will be made in response to pressures from vociferous special interest groups.

The danger of responding to pressure is minimized when the school board can point to its long-range program prepared only after a careful study of the facts and approved by the community. The fact that the board is following an approved program serves to develop confidence in itself and the superintendent. Board members and administrators fortified with an accepted program are in a position to answer inquiring patrons as to how and when the particular needs of the part of the community in which they are most interested will be met. Unfortunately, such information is sometimes misused by unscrupulous promoters to aid them in selling real estate.

GATHERING DATA

Long-range planning calls for the gathering and interpretation of many kinds of community data on the basis of which predictions as to future needs can be made with reasonable assurance of accuracy. Trends in total population, in birth and school census rates, and in enrollment at various levels need to be studied. These data require breaking down for the various sections of the community to determine, if possible, just what may be expected in the future. Community studies to determine trends and probabilities in land usage and territorial expansion in various areas within the larger community will be important. Studies will also be needed of the utilization of present buildings and play areas to determine unused capacities or the extent of overcrowding, along with an evaluation of present facilities. How do the latter rate from the standpoint of adequacy, condition or need for enlargement, modernization or replacement? Along with these and other light shedding studies, it will be important to inquire into the community's financial status and its ability to meet forthcoming obligations.

EXAMINING POLICIES

Since a sound school plant program can be developed only as it is based upon the educational program to be offered, an examination of current and contemplated educational policies becomes a prerequisite to such planning. The actual work of planning the building and sites program then becomes primarily a matter of determining what facilities will be required in the form of schools of various kinds and sizes or in the way of playgrounds, athletic fields, and other areas or building facilities of a noninstructional type to facilitate the educational program and to provide accommodations for the anticipated load at any given time and place.

COMPETENT PERSONNEL

The task of preparing a long-range building and sites program is not a one-man job but one that calls for an organization having in its membership staff members and others chosen by the superintendent or the board who have special qualifications for dealing with the different types of problems encountered. A planning staff, in addition to professional educators and research specialists among its personnel, will profit from the counsel of such persons as a school architect, an engineer, and men skilled in other types of community planning. It will be strengthened if some persons of wide experience in building construction, or who know real estate values, or who are trained in the field of public finance or in public relations, are included. If these persons are local citizens other than those regularly employed by the community, they will usually be willing to serve without remuneration as a matter of public service.

Not all school districts that may desire to develop a long-range building and sites program have the necessary trained professional personnel within their own administrative staffs. Some engage consultants, either public or private, to assist local staff members and citizens in planning. Such services are available through a number of colleges, universities and state departments of education, and to an extent through the U.S. Office of Education. Many of the larger cities maintain a special staff whose members devote their full time to research and planning in the school building field. From time to time, they enlist the aid and counsel of persons engaged in other aspects of community planning, or outstanding citizens whose observations and judgment or technical knowledge in connection with problems of community development are highly respected.

MILWAUKEE'S PLAN

A practice similar to that described in this article is followed in Milwaukee, where long-range planning has been in effect for more than thirty years. The planning function is delegated to a commission appointed by the superintendent. Its membership, as presently constituted, includes board members, assistant superintendents, the secretary-business manager, the school architect, and representatives of both the city's and the county's planning divisions. A representative of the city real estate department, which purchases the desired sites, serves as a consultant on matters of site location and cost. At times the membership has also included representatives of civic groups.

In practice, staff members gather the various kinds of statistical and other factual data required. On the basis of the data collected from various sources, a tentative listing of anticipated building needs for the next five years is made. At the same time, a tentative list of future sites needed is also prepared. Field trips are then made for "on-the-spot" checking as to the desirability of the proposed locations of new schools and the need for enlarging, modernizing or replacing old schools and for enlarging present sites. In the case of sites, air views as well as ground views are

useful. The tentative list of projects is then revised or approved on the basis of facts observed in the course of the field trips.

Before the revised or recommended list with its supporting data is submitted to the superintendent, the various building items are arranged in order of recommended priority. A study of the required financial outlay and the school district's resources for carrying out the program, together with suggestions as to how additional funds required may be raised, is also made a part of the commission's report. The superintendent, after examining the report, submits it to the board with his recommendations.

Any program covering a period of several years will require revision from time to time as significant changes in conditions occur or as changes in policy are made. Changes in social and economic conditions may alter the need for one or more projects. New factors such as the development of a large industrial plant in a given area, the dedication of certain lands for park, expressway or institutional purposes, annexation or detachments of territory, consolidation with an adjoining district, or marked changes in birth rates, all of which may affect the enrollment and its distribution, are likely to necessitate changes in the school plant program.

Changes in educational policies with respect to curriculum offerings and types of activities for which space provisions must be made, the ages to which the educational program is opened, such as nursery schools, kindergartens for 4 year olds, or activities for adults, may require many additional classrooms and other facilities as well as alterations in present facilities. Changes in the kinds of special services offered, the forms of special education provided, as in the case of a school for physically handicapped children, or changes in the form of organization favored for new schools, such as a change from an 8-4 to a 6-3-3 or other organization, lowering standard class sizes, or a reduction in the maximum distances to be traveled by children, may have a marked impact on the building program. Changes in policy with respect to the number of stories in a building may result in a marked increase in site needs, for a one-story structure requires much more ground space than a multistoried structure for the same number of children. The possible need for revision of the building and sites program, as a result of changes in conditions or educational policies, must always be borne in mind by the planners.

The experience of Milwaukee with respect to the need for frequent restudy of its building and site needs is probably typical of many expanding communities. In the interval from 1923 to 1953, the school building and sites program was restudied 13 times and is now in the process of undergoing a 14th restudy. During this 30 year period, the superintendent and the board have at no time been without a future building and sites program.

RESTUDY OF ENTIRE PROGRAM

Finally, it should be recognized in connection with all long-range plans subject to the impact of changing conditions that not all solutions proposed for meeting building and site needs in specific areas at the time of the study can be recommended with equal assurance. Future developments may prove that a particular school building will not be needed within the period suggested, in the size originally contemplated, or at all. All that a planning staff can do is to exercise its best judgment on the basis of the data available at the time. Its report may indicate that some of its proposals are contingent upon a continuation of certain conditions and trends or upon certain changes which may or may not occur. Its recommendations should serve to prevent the community from being taken by surprise. Among the recommendations should be one calling for a frequent restudy of the community's school plant problem and continuous accumulation of pertinent data.

DEVELOPING PUBLIC UNDERSTANDING

The purpose of a long-range school building and sites program is not solely to indicate what will be needed in the form of facilities, but also to develop public understanding and willingness to support the program. This important aspect of long-range planning is often neglected. Increased tax levies, bond issues, or increases in legal limitations on expenditures are not likely to be supported by people who do not understand what is involved.

In communities or sections of communities where a relatively large proportion of the citizens has participated at various stages in the preparation of the program or where overcrowding is clearly evident to all, as in a local attendance district, the problem of developing understanding and acceptance may require less effort than in sections of a larger community where the benefits to be derived from the program are less evident. This situation is likely to occur if the program is designed chiefly to provide educational facilities in newly developed areas while little or nothing is proposed for older sections of the community. A city councilman and his followers will have little enthusiasm for a plan which includes nothing for "his ward."

With the long-range program as a basis of reference, each section of the community can be informed as to how and approximately when its own particular needs will be cared for. Reasons for the proposed order of priorities can be cited, and parents can be assured that the needs of their children have not been forgotten and will be met as soon as the particular items in which they are most interested are reached. Viewed from a public relations standpoint, the long-range program thus functions somewhat as a buffer or shock absorber.

Various means are required to develop public understanding and to win approval of a long-range program. The program should be kept before the public more or less continuously. A program once accepted by the public and faithfully carried out, with such periodic revisions as the facts warrant, and reported through the press and other means tends to continue to meet with favorable reception because of the confidence developed in the board and the administration.

In some communities it may be necessary, at times when large bond issues or increases in tax limitation are to be voted upon, to resort to special efforts to interpret the needs of the schools to the public. Even though a campaign does not represent an ideal approach, it is sometimes necessary in order to obtain prompt, favorable action. If it is employed, all important facts should be truthfully presented in the most effective fashion. All available public relations agencies and all available channels of communication should be utilized to the end that citizens may develop an adequate understanding of what the program involves and what it will do for the community. #

Round Gymnasium Most Economical

Also provides space for music activities and public meetings

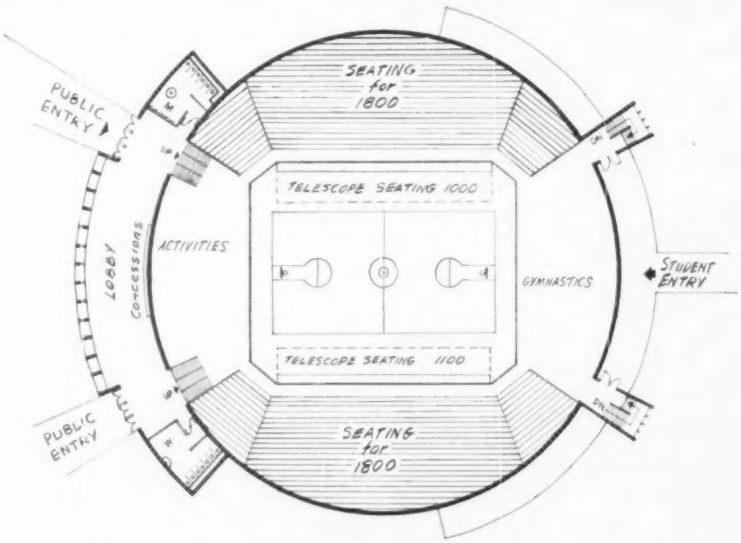
N. L. GEORGE
Assistant Superintendent of Schools, Oklahoma City, Okla.

IN THE change of spaces for functions there came a need for a community center for the Capitol Hill Senior High School area of Oklahoma City. In addition, it became apparent that adequate space was required for an activity center with facilities for music (both band and choral), a boys' sports center, and a boys' physical education center. The original gymnasium would provide needed expansion for girls' physical education.

The architects, Coston-Frankfurt-Short, presented several schemes for these educational requirements in rectangular form. After considerable study, a round, clear span scheme of a 100 foot radius domed structure was presented as the most economical approach to the problem. This plan provided for connection to the original building with a covered passage and an immediately adjacent 600 car asphalt paving area.

The main entrance to the activity center is on the south, adjacent to the large expanse of paved area. The entrance contains an adequate lobby space with facilities for handling wholesale and retail concessions, ticket booth, display cases, and public toilets. At the other entrances there are toilets which may be used by both the students and the public. Ample refrigerated drinking fountains are strategically located.

The main area has a college size basketball court equipped with glass backboards that fold back. There are also two metal backboards that fold to the side for basketball practice and physical education. There are 3600 permanent seats. Folding bleachers may be installed adjacent to the court to accommodate 1400 additional seats. At either end of the court on the floor with the permanent seats are areas for shuffleboard, ping-pong, volleyball and other games. The band



Above: Plan of the circular activity center. Architects are Coston-Frankfurt-Short, Oklahoma City. Below: The activity center is at left, and the Capitol Hill Senior High School, to which a passage connects it, at right.

This is the south entrance of the high school activity center.

This is the interior of the center's physical education area.

uses one of these areas during games. To strengthen the physical education program one room was provided for visual education and a health library, and two rooms were provided for physical education and wrestling.

OTHER AREAS PROVIDED

Other physical education and athletic areas include adequate storage for equipment, four offices for the coaches, and separate shower and locker rooms for the officials. Four shower and locker areas are accessible to the inner playing areas and to the stadium and outdoor play areas. One area has 400 lockers for physical education; the second area has 50 lockers for the "C" team. The third area has provisions for the "A" and "B" teams, and the fourth area has facilities for the visiting teams. Special provisions in these areas are: lockers in the team dressing rooms suspended from the ceiling for ventilation; a medical treatment room with arm and leg whirlpool; a well equipped laundry room; abundant storage space, and liquid soap dispensers for showers. This entire area is constructed of impervious materials, treated acoustically with moisture resistant materials, and mechanically ventilated.

Each planned activity was segregated by gates and folding doors in order to separate it from the other areas so that it could function without access to the entire plant.

A separate outside entrance provides entry to space for a 120 piece band. The band area has a flat floor with space for the director's office and music library. It also contains secured storage, with two kinds of space for instruments. One area is especially planned for the instruments which are used daily, and the other area is shelved for the instruments used occasionally.

The choral area seats 100 students on raised platforms. It also contains spaces for the office of the choral director, the music library, and listening rooms.

FACILITIES FOR BAND, CHORAL WORK

The floor immediately above these two large areas has individual and group practice sound insulated spaces for dual use by students in band and choral work. Adequate storage closets for band uniforms and choir robes are adjacent to the practice rooms.

The circular construction is brick. The doors and fascia are aluminum. The hail screened windows are aluminum. The interior is brick, concrete block, and structural glazed tile, which will keep maintenance costs at a low figure. The walls of the shower rooms and restrooms are structural tile, and the floors are quarry tile and non-slip ceramic tile. Vinyl tile was laid in the music and office areas on all suspended slabs. Asphalt tile was used on slabs on grades, and rubber treads were installed on the stairs. The only wood in the structure is in the seats, shelving, soundproof doors, and playing floor. The concrete subfloor was treated with waterproofing material before the playing floor was constructed.

The interior of the structure was carefully designed to obtain almost perfect acoustics. The walls on the opposite ends of the playing court were constructed of fluted shale block. Citywide musical festivals can easily use this area.

COLORFULLY DECORATED

The colorfully decorated interior appeals to both students and public. The environment is especially inviting and appropriate for the planned activities.

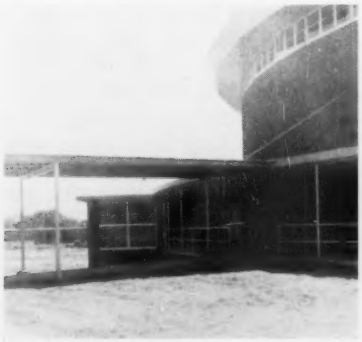
The spacious gymnasium is designed with mechanical ventilation which moves air at the rate of 150,000 c.f.m. Heating and ventilating air is supplied at the end of the playing courts and mechanically exhausted under the seats in order that air movement is across the spectators' faces. Steam is piped from the main boiler room of the old building.

Natural lighting is controlled by an extended roof over the continuous windows to keep direct sunlight from entering the playing court. Artificial lighting is provided in the form of a circle suspended from the ceiling. A catwalk 50 feet above the main floor is provided for easy access to the lights and also to the heating units for easy maintenance. The lights provide 75 footcandles on the playing floor.

Other important features include vandalproof fixtures and fittings; a four-view adjustable scoreboard; provisions for broadcasting; connections for an intercommunication system with the administrative offices, and a public address system.

The construction cost was $11.57 per square foot. #

A covered passage connects the high school with the new activity center.



Proposed Set of Guides Distinguishes Between Supplies and Equipment

ROY S. RICKETTS
Controller, Public Schools, Peoria, Ill.

EVER since the beginning of school accounting, budget makers have chewed their pencils over a certain problem. How shall they distinguish between supplies and equipment?

Many items fall obviously into one group or the other and cause no perplexity. However, there are numerous problem cases. Take pupils' chairs. They are costly enough to classify as equipment, yet they must be replaced like supplies. Or consider a stapler. A small hand stapler would be classified as a supply, but how about a large, power operated one? Lack of a rule for determining categories has made it impossible to achieve any degree of uniformity among the various school systems in the classification of equipment and supplies.

The committee working on the new accounting handbook for the Association of School Business Officials of the United States and Canada has come to agreement upon definitions for supplies and equipment which, it believes, will go far toward solving the problem. It worked out these definitions after extended effort to find a simple rule that would determine where items in these two categories should be placed.

Early efforts were unsuccessful. In its first draft of the handbook, the committee proposed using price as a determining factor, along with other considerations. An item costing $50 or more, not an integral part of the school building and not consumed immediately in normal usage, was to be classified as equipment. Items that did not meet these terms would fall in the category of supplies.

The rule had the merit of being simple, but it didn't work. Under its terms, some items of equipment could be classified as supplies, while certain supplies showed up in the equipment column. Delegates to the first national conference in Washington last August quickly discarded this method. They agreed that dollar value was not to be used as a criterion.

At this point a research staff under Paul L. Reason brought in a recommendation which became the basis of a set of guides that won prompt acceptance by the committee and the conference. The new rules take cognizance of the fact that judgment is an important factor in allocating items. Yet at the same time they offer descriptions which are so specific that different people working on different budgets can be expected in most cases to make the same judgment concerning the classification of the same article. This set of guides, which will appear

ITEMS CLASSIFIED AS SUPPLIES

Flags
Drill bits
Clocks, desk
Hand tools, small (not in sets)
Crayons
Laundry bags
Saw blades
Baseballs
Beakers
Blocks, kindergarten
Book covers
Bows, archery
Curtain rods
Date stamps
Dumbbells
Electric light bulbs
Hand saws
Hose, garden
Laboratory glassware
Letter baskets
Medicine balls
Mop pails
Padlocks
Pencil sharpeners
Phonograph records
Rubbish cans
Scissors
Scoop shovels, hand
Snow shovels, hand
Welding rods

ITEMS CLASSIFIED AS EQUIPMENT

Aquariums
Band instruments
Audiometers
Bars, horizontal, portable
Bicycle racks
Boards, bulletin, portable
Bookcases, sectional
Chain hoists
Chairs, folding
Chairs, pupil
Desks
Fans, electric, portable
Filing cabinets
Fire extinguishers
Key racks
Mirrors, large wall
Music stands
Pictures, large wall
Record players
Rugs, room size
Standards, jump
Umbrella stands
Vises, bench

ITEMS CLASSIFIED EITHER AS SUPPLIES OR EQUIPMENT

Chisels, not in sets—S
Chisels, in sets—E
Clocks, desk—S
Clocks, wall—E
Dictionaries, abridged—S
Dictionaries, large, unabridged—E
Drills, hand—S
Drills, power—E
Geographic globes, small desk type—S
Geographic globes, large stand type—E
Mirrors, small, hand—S
Mirrors, large, wall—E
Tennis court nets, cord—S
Tennis court nets, steel—E
Small tools, not in sets—S
Small tools, in sets—E
Machines, dating, hand—S
Machines, dating, power—E

in the revised draft of the handbook, reads as follows:

General Description of Supplies

A supply item is an article or material that meets any one or more of the following conditions:

1. It is consumed in use.
2. It loses its original shape or appearance with use.
3. It is expendable, that is, if the article is damaged, or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit rather than to repair it.
4. It is an inexpensive item, having characteristics of equipment whose small unit cost makes it inadvisable to capitalize the item.
5. It loses its identity through incorporation into a different or more complex unit or substance.

General Description of Equipment

An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that meets all of the following conditions:

1. It retains its original shape and appearance with use.
2. It is nonexpendable, that is, if the article is damaged or if some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit.
3. It represents an investment of money that makes it feasible and advisable to capitalize the item.
4. It is not an integral part of the building.

These descriptions may seem at first too complicated to be practical. But the more I have studied them, the more practical they appear.

Anyone can make a test for himself. Take, for example, the stapler mentioned. Checked by these descriptions, the small, hand operated stapler falls naturally into the classification of supplies. But the power operated one answers to the description of equipment.

As a further aid to classification, the handbook will offer an alphabetical list of items with those to be classified as "supplies" marked with an "S," and those coming under the heading "equipment" marked with an "E." The stapler, for example, will appear twice:

Stapler, small hand—S

Stapler, power or foot operated—E

Even with this list, however, there is need to use judgment. In any cases in which the budget maker has doubts about proper classification he will do well to check the item against the general description. That should enable him to make a sound decision.

While working on the problem of distinguishing between supplies and equipment, the committee went into the closely related matter of differentiating between capital outlay and maintenance of plant in cases in which an item is replaced. Rules governing this matter also will be included in the revised handbook.

Under maintenance of plant, says the rule, place an amount equal to book value of the old equipment (or, if records have not been kept, the replacement value), less any trade-in allowance or amount realized from sale of old equipment. The sum over and above the book value, representing additional values and increased efficiency of the new article, should be recorded as capital outlay. For example, suppose a manual typewriter has been replaced by an electric machine. Assume the manual typewriter cost $100 when purchased and brought $25 as a trade-in. The new one bore a price tag of $450. In this case, you record $100 less the trade-in price of $25—in this case $75 — under maintenance. The amount over the book value of the old typewriter, namely $350, you place under capital outlay.

The guides in the new handbook will do much, we believe, to bring about uniformity among the accounting systems of schools that use them. A great number of persons from different sections of the country gave their best efforts to developing them. We consider them sound and practical, and our hope is that many others will study them carefully, put them to test, and report their findings.

The classification of supplies and equipment as outlined here has met with general acceptance at several of the regional conferences that have been held since last October to discuss the new National Accounting Handbook. Some differences of opinion have arisen, however, about distinguishing between "maintenance" and "capital outlay" items. From the standpoint of accounting, most agree that the treatment is sound. But they recognize that certain problems will be raised in budgeting, since the cost of some replacements would be split between two accounts. Perhaps this is one area that can be clarified when the final national conference for the project is held in Washington this summer. #

Improved Business Procedures Studied at Illinois Meeting

IN A constantly changing educational environment, school business managers must be receptive to new ideas, Lloyd Trump, University of Illinois professor of education, told Illinois school business officials at their fifth annual meeting at Allerton Park May 4 and 5.

Dr. Trump, as the final speaker of the two-day convention, stressed the seriousness of the shortage of teachers. In order to keep our present standards, one-half of all college graduates in the country would have to become teachers, he said. However, the teaching profession has never received more than 20 per cent of college graduates.

There are some things that may be done to alleviate the situation, Dr. Trump said, but these solutions require that business officials and other school personnel be receptive to new ideas. The solution to the shortage lies in improved procedures and methods, not merely in obtaining enough teachers to staff the schoolrooms.

There is a fallacy in attempting to judge the cost of a building by square feet or cubic feet, said Architect L. Scott Kelley. He suggested that the number of pupils accommodated per dollar might better be used as a measure of comparing costs. He pointed out other variable factors, such as labor, materials and transportation costs in a particular local area.

The basic considerations in any school building program are the educational specifications, said Mr. Kelley. (See October, November and December 1955 issues of The NATION'S SCHOOLS.) These specifications are merely the total ideas of the members of the school staff and the best of the

School Administration Building
Waco, Texas

Architect: Spicer, Bush & Witt
Acoustical Contractor: United Tile Co., Inc.
Acoustical Material: Armstrong Travertone

Noise-quieting ceiling aids efficiency in school administration building

Centralization of management and educational facilities has increased efficiency for the Waco Independent School District. By bringing its administrative sections under one roof, the district has improved management coordination and centralized records, reproduction, and audio-visual facilities. Key areas of the new School Administration Building, including an auditorium and a school board meeting room, are sound conditioned with ceilings of Armstrong Travertone to provide more comfortable and more efficient working quarters.

Travertone soaks up as much as 80% of the sound that strikes it, preventing noise from interfering with concentration. Its mineral wool composition is completely incombustible, too, which helped the building earn one of the lowest fire insurance rates in the Waco area.

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school planning for a community's specific needs. One of the by-products of this type of thinking is another economy, namely, a reduction of later building cost extras. If proper cognizance is taken of educational specifications, costs may be reduced and unnecessary enclosures may be avoided. Other savings may be realized by the elimination of ceilings and camouflaging of ducts, trusses and pipes. Also, the school architect whose experience in school planning is extensive can save money for the school district. School buildings are used for 50 years in many instances. Should we not plan now for their maintenance? the architect asked.

Roy S. Ricketts, controller, Peoria public schools, reported on the progress of the uniform accounting manual. Its general acceptance by all groups concerned was welcomed by the seminar. Some of the implications of the manual as it pertained to the Illinois accounting system were discussed.

John Steuernagel, secretary, board of education, East St. Louis, discussed the work of the secretary of the board of education. He told how to safeguard funds by audit and financial statements to the board.

In a session led by Harry H. Herron, purchasing agent, New Trier Township High School, Winnetka, the merit of bid bonds was debated. It was the consensus that the integrity of the vendor is the most important factor, that generally bonds are not necessary when one deals with responsible people.

"SELL" PROGRAM TO PUBLIC

Once a building plan has been determined, it is the duty of the business official to "sell" the program to the public, according to Russell Miller, superintendent of buildings and grounds, Park Ridge. One should begin with the particular needs of the community and build accordingly, he said. If there appears to be a variance in the final program from the desires of the community, then the business official should help convince the public that changes were necessary.

Procedures and the steps in bond selling were developed in a seminar conducted by Wesley L. Brown, assistant superintendent, New Trier Township High School, Winnetka. His group agreed that the more publicity and the more information made available by a school system, the more favorable a market would be obtained. Making available the facts about the district's financial situation is essential. It was pointed out that the bond market is extremely sensitive. Consequently, the exact timing of the sale is also important.

Speaker at the banquet was C. C. Loew, Urbana school superintendent, whose subject was "School Business From a Superintendent's Point of View." Mr. Loew said that business officials must be willing to make changes. It is the job of the business official to place a teacher in an environment where better teaching may take place. Thus the work of the business staff affects all aspects of teaching.

STAFF MORALE, PUBLIC RELATIONS

Two areas where the business office is most important are in staff morale and in public relations, said Supt. Loew. To better staff relations, the business staff can be flexible in the choice of educational materials. Also, teachers may be given a chance to list the order of their preference in case the budget must be reduced. Good public relations may be attained inside and outside of the school. The business staff should always be courteous, always keep unpleasant items private. The business staff should go out of its way to explain its proposed actions and to explain how the school conducts its business.

Andrew Hutson Jr., first vice president of the Association of School Business Officials of the United States and Canada, said that each of the business officials has something to give as well as to receive. This interchange of giving and receiving forms the basis of continued membership in the association. He concluded that the future of the international organization depends upon the individual member's desire to contribute.

Also present from the international organization was Charles Foster, executive secretary, who expressed concern about being of greatest service to each member of the association. He hoped that members would present studies, research and other writings in such a way that they might be more readable and thus more valuable to others in the educational field.

Bernard R. Oosting, business manager, public schools, Hinsdale, and chairman of the local university contacts committee, reported that all colleges and universities in the state had been contacted in 1955-56 concerning courses offered in the field of training for school business officials.

Forest L. De Weese, assistant superintendent at Taylorville, led a discussion concerning the business officials' obligation to help recommend and work with school architects. Officials were cautioned not to recommend the employment of architects who try excessive innovations. After an architect is selected, the business official should be alert to note practical and proved construction methods and materials.

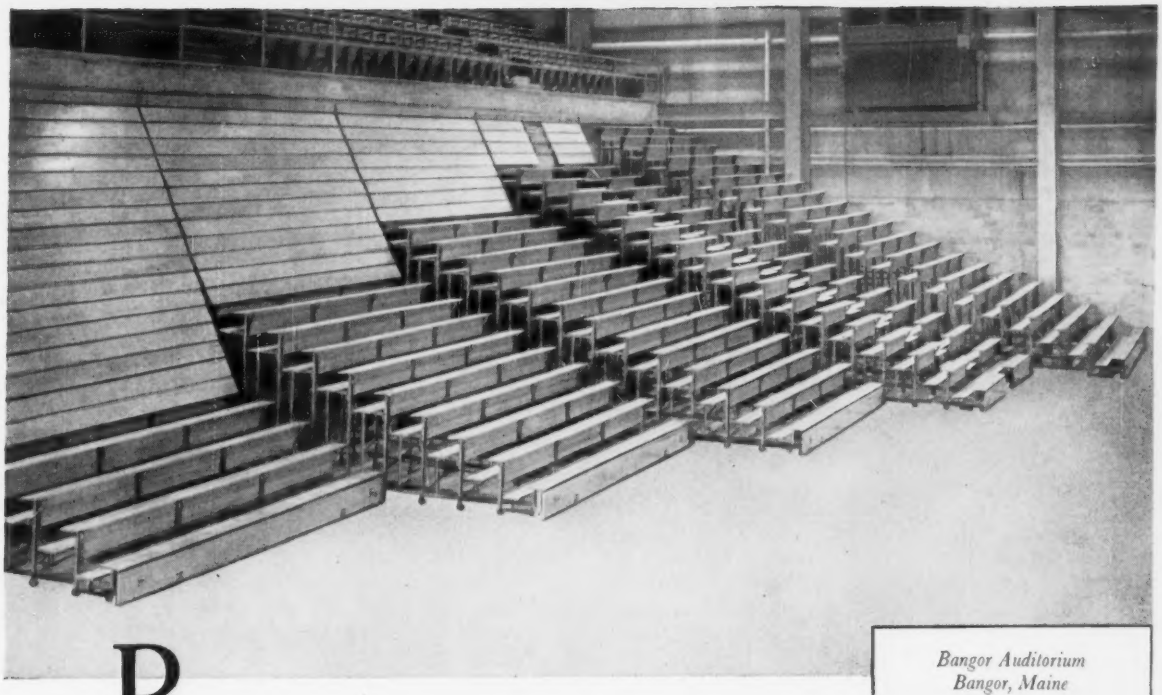
Herbert Donovan, assistant superintendent, Glenview elementary schools, reported the conclusion of his discussion group that the method of pupil transportation, whether contract or school owned, depended upon local conditions. All of the factors of cost and convenience should be considered. Kenneth L. Orton, assistant superintendent at Rockford, said much of the success of the business program depended upon the personnel in that department. For instance, the important factor in determining whether to own or contract buses for pupil transportation is the availability of capable bus drivers.

SUPERINTENDENT UNDERPAID

The consensus of the group led by Ralph S. Brotherton, business manager, Waukegan Township High School, was that the superintendent of schools is generally an underpaid individual. His salary for the responsibility involved is substantially less than he could receive in industry. This group favored state certification of school business officials.

Fred Bridgeford, business manager at Kewanee, and J. Merle Wade, administrative assistant at Jacksonville, led group discussions on topics chosen by the groups themselves.

New officers of the state organization are: president, Leland R. Armstrong, director of business affairs at Oak Park, succeeding E. J. Scott, assistant superintendent at Quincy; vice president, Ray Grant, assistant superintendent at Aurora; secretary, Raymond E. Newtson, assistant superintendent in charge of business, Decatur, and directors, W. Irvin Blundell, business manager, Evanston Township High School; Bernard R. Oosting, business manager, Hinsdale public schools, and Alfred S. Odegard, assistant superintendent, Bloom Township High School, Chicago Heights. — *Reported by* BERNARD R. OOSTING, *school business manager, Hinsdale, Ill.*



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Bangor, Maine

Architect—Eaton W. Tarbell & Associates

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Seating Capacity (maximum) 8,000

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AUDIO-VISUAL

INSTRUCTION AND FACILITIES

Conducted by

Walter A. Wittich

Board Uses Opaque Projector to Present School Budget

T. A. SHAHEEN

Superintendent of Schools, East Paterson, N.J.

USUALLY it has been the practice at East Paterson, N.J., to *tell* people who attended the public hearing about the school budget. This year the East Paterson Board of Education decided to *show* the people. The opaque projector became the visual aid medium which brought to the assembled group the "pictures" of the school budget in a way that meant more. It left a clearer impression than had the long string of verbiage which had hitherto been presented.

First, it was necessary to determine what areas of the budget should be stressed. There seem to be in East Paterson three major areas of concern over the annual school budget. Members of one group—the joy of school people—are eager that the best services and the best personnel be provided for their children. Costs to them are secondary and often inconsequential in comparison to the benefits to be obtained for their children.

A second group is concerned with a comparison of this year's school tax levy with the previous year's. This group does not oppose the budget unless it is considerably higher than the previous one.

The third group consists of the die-hards—the opponents of school expenditures for a variety of reasons, sometimes a political party, sometimes those with unhappy school memories or experiences for themselves or their children, sometimes school board candidates who think votes are obtained through opposition to the budget.

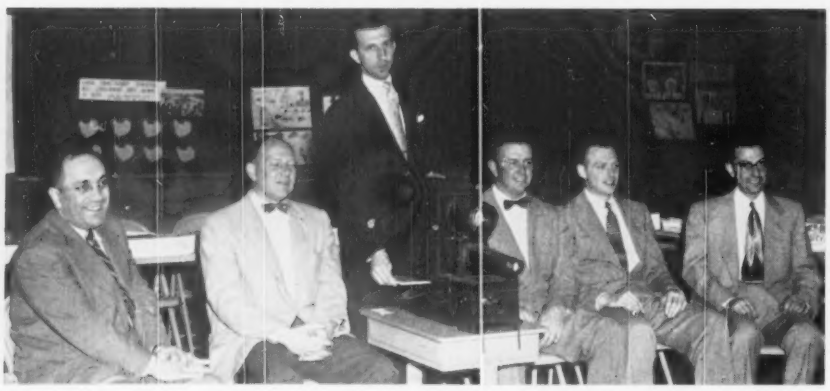
The "slides" for the opaque projector were prepared with these three groups in mind. The slides were actually little more than sheets of paper upon which my secretary neatly printed or typed budget information. The printing was large and on many slides in two colors, red and black. The primary typewriter is useful here because it imprints ¼ inch high letters which can be better seen when projected with the opaque device.

The first category of slides stressed the new services and the new personnel. Pictorial presentation was made of the need for an art teacher, a full-time psychologist, an optometric inspector, more teachers to handle increasing enrollments, a remedial reading teacher, or a speech therapist. East Paterson is building a junior-senior high school. Its contribution to the community and its effect on the school budget were depicted on a second slide. Mounting tuition costs and major improvements in the various schools were the subjects of two additional slides.

Salaries were the topic on several slides — teachers' and administrators' salaries. (A recently adopted guide was presented visually.)

A series of slides showed the amount and reason for the increases in the new budget and pointed out clearly that in spite of the increase the actual school tax levy would drop 6½ points. One slide also depicted the actual sums that the voters would be asked to decide upon.

To this visual presentation was added some audio. Seven different board members assumed responsibility for discussing the material projected



Board Chairman Earl Sattler operated an opaque projector at a hearing on the school budget at East Paterson, N.J. From left to right are Supt. T. A. Shaheen; Eugene Auryansen, board member; Mr. Sattler; Jack Cleeland, board vice president; Harry S. Witt, board member, and Lambert De Nooyer, the board secretary.

in a class by itself . . .

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upon the screen. The versatility of the opaque projector was demonstrated even more when the chairman of the board improvised a "slide." In answer to a question raised from the floor, he had projected a page from the auditor's report which carried an explanation in detail of the school tax levy.

The opaque projector lends itself especially well to visual presentation of a school budget. Not only is it possible to hold on the screen for considerable time any projected material but the built-in arrow indicator allows the projectionist to highlight the very item under discussion at the moment. Material to be projected is obtained easily with little or no cost. From typewritten copy to colored magazine illustrations—almost anything typed, printed, illustrated or even written by hand can serve as projected material. No additional cost is required for film, for slides, or for special arrangements or mountings.

Through the medium of the opaque projector the board of education thinks it has contributed to the community a more thorough and a clearer explanation of the school budget than the town has ever had before. #

Audio-Visual Procedures for More Effective Teaching

NELLE LEE JENKINSON

Assistant Director, Division of Audio-Visual Education
St. Louis Public Schools

AUDIO-VISUAL PROCEDURES IN TEACHING. *By Lester B. Sands, professor of education, Santa Barbara College, University of California. New York: Ronald Press Company. Pp. 670. $6.*

THE importance of audio-visual teaching methods is evidenced by the increasing number of textbooks which are appearing in this field. Recently released is "Audio-Visual Procedures in Teaching" by Lester B. Sands, professor of education at Santa Barbara College, University of California. To quote from the foreword, the purpose of this book is "to give an understanding of the procedures appropriate to audio-visual methods at every level of education."

Twenty-seven chapters are devoted to the development of the purpose and use of the major types of audio-visual materials and equipment—school journeys, constructive and creative activities, drama, realia, models, pictures, maps, filmstrips, slides, motion pictures, recordings, photography, radio, television, projectors, specialized instruments, chalk and display boards, and duplicating devices.

Each chapter is organized around the possibilities and limitations of a particular audio-visual aid, with many examples given of practical how-to-do-it activities. For the teacher who believes that variety is the spice not only of life but of teaching as well, this book holds a wealth of workable suggestions. Generalizations and theory are clarified and reinforced by specific examples and suggested practices. A final section deals with resource units and administration.

The author assumes that educators act upon the principle that all teaching can be improved, that education is essentially intercommunication, and that research has established that the intelligent integration of sensory materials brings about more effective learning.

In reviewing this research, Dr. Sands has emphasized three conclusions related to the proper use of concrete teaching aids:

They stimulate interest because such aids help to clarify concepts and significant relationships.

They motivate critical thinking because they evoke more than ordinary response.

They bring about more learning in less time and with greater retention because they make possible more memorable experiences.

In the use of audio-visual materials the teacher works within a free or restricted environment largely determined and controlled by the administrator. "By main strength and fortitude" he may succeed in using a motion picture or filmstrip. Many times, however, the absence in his classroom of electrical outlets, a screen, audio-visual blinds or draperies, and an easily available projector on a mobile stand causes him to rely almost entirely upon textbook based question and answer methods. This in spite of his desire to take advantage of "audio-visual expedients, not to displace textbooks, lectures or other conventional and accredited methods but to extend and complete them."

Dr. Sands continues that audio-visual experiences "can put life and color into teaching and redouble its effectiveness; that both the teaching process and the learning process need these things to be at their best, and that the teacher or administrator who is blind, inert or resistant to their value is not only shortchanging his pupils but also living beneath his own privileges and opportunities."

I am in complete accord with the philosophy of the author regarding audio-visual methods of teaching, but I differ from him on several other points. Chief among these is his preference for a separate audio-visual room as opposed to the use of these materials in the classroom.

Today statistics show that it is more economical to equip each room with electrical outlets, audio-visual blinds or draperies, and a wall type of hanging screen and to provide adequate mobile equipment rather than to construct a separate audio-visual room. From an educational standpoint surely a better teaching job can be done if audio-visual materials can be integrated with other teaching materials in the classroom, such as books and maps. Furthermore, there is less interruption and less loss of time when the class is not moved to a separate room.

The strength of this book, handicapped by a rather dull format and several somewhat dated illustrations, lies in the author's knowledge of child development and his understanding of the psychology of learning that underlies the basic purpose and use of audio-visual materials. In "Audio-Visual Procedures of Teaching," Dr. Sands does not blaze new trails, but rather he documents and develops into broad highways paths previously discovered. He, then, marks these paths with clear directions. #

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Paul Silber, Architect

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THE SCHOOL LUNCH

Conducted by
Mary deGarmo Bryan

Five Processes Involved in Controlling Food Costs

ELEANOR PRYOR
State Supervisor, School Lunch Program
Georgia State Department of Education

THE control of food costs involves five processes:

1. Planning the menus in advance, whether type A meal or á la carte.
2. Proper purchasing, including use of specifications.
3. Receiving the food and storing it properly.
4. Preparing the food properly, using standard recipes.
5. Keeping adequate records.

Plan the menus in advance. This is the starting point, whether it is a manager's or a supervisor's job. Cost and nutritional accounting go hand in hand. Schools not offering the same meal to all children should examine the cost to the child and study the nutritional accounting.

Purchase by specifications. The quality, cost and other specifications for foods purchased must relate to the way each food will be used. It is extravagant to buy a fancy pack of peaches when they are to be used in a peach cobbler. Pie brand peaches are just as good in a cobbler and are much less expensive. For celery that is to be chopped, a crate of soup celery costing $1 is just as good as a crate of the best grade of celery costing $4.50.

The person buying the food, as well as the school lunch supervisor, must understand the ways in which the foods will be used. This is emphasized by Maerice Capen, executive dietitian and purchasing agent at Wellesley College, Wellesley, Mass.:

"Where there is both a purchasing agent and a food service director, it is essential that they work closely together and that the purchasing agent understands the objectives and problems of the management. Too often the purchasing agent may see only the cost *per pound,* when the final cost *per serving* is the more important one to us."

The cheapest in price is not always the cheapest to serve. If you take the drained weight of a certain grade of canned goods, you will find that the lowest price does not always give the *greatest yield.* Good purchasing is never a hit-and-miss proposition. It is good practice to weigh, measure and compare canned foods with frozen foods.

The food service director should specify quantity and quality of foods to be purchased. To determine amounts, she can use the "Food Buying Guide for Type A School Lunches," published by the U.S. Department of Agriculture. She should check whether foods delivered are in a satisfactory state. And she should use the purchase order form to check items, specifications, and prices with those on the invoice. The day has gone, at least for efficient operation, when a school plans its lunches as it goes along, buys from the grocer's shelf, and determines after the lunches have been served whether it can afford to serve them.

"Knowing how much to buy" cannot be overstressed. Keep an inventory of foods. Be familiar with sizes, counts, market conditions, seasonable foods, plentiful foods, number of servings, and unit cost.

Know what foods you have received. Unprepared food, which is equivalent to cash, must be carefully controlled from the time it is delivered until it is prepared. Recently, I visited the food service department in one of our Georgia colleges. The new and expensive scale in the meat department had already paid its cost in checking the weights of meats as recorded on invoices. Do you have a scale in the school lunch department? Is it being used? The person receiving the food must make sure that the quantity, quality, size, weight and number of food items that were *purchased* actually have been received.

Store the food well. After the foods have been checked, they must be stored in proper places at the correct temperature. I cannot overemphasize the importance of the proper storage of foods donated by the U.S. Department of Agriculture. Certainly, with new buildings providing larger storage space for staples and for refrigerated and frozen foods, it is possible to store foods properly.

Some schools find it best to have locks put on refrigerators and freezers as well as on storage rooms. Each school lunch department should have an accepted system of storeroom control, and especially a method of issuing foods and keeping an inventory.

Use standard recipes. Some school lunch departments may have a splendid collection of standardized recipes, but the cook carries all her recipes in her head and never uses the printed

Adapted from an address to the Southeastern Association of School Business Officials, Louisville, Ky., April 6, 1956.

ones. No wonder such schools have a high food cost, as only the cook knows what goes into the meals. Standardized recipes, properly used, even for the simplest dishes, give cost control.

Use portion control in serving. After the food is ready to serve, all previous precautions may be futile if the workers do not serve the correct amounts to the children. This is the era of preportioned, precut and portion packed foods. School systems will do well to make careful studies to determine the extent to which they can use preportioned foods.

Keep records of daily food cost, simply and accurately. The food cost report is essential to cost control. The real value of a daily or weekly food cost record consists in the fact that steps can be taken immediately to change the performance, while costs are known.

Someone has said: "A child, when he leaves home in the morning, has a right to be glad that he's going to school." We believe that one reason is that he can look forward to a good lunch served in a happy place, the school dining room.

Basic to this—back of it—is sound, wise money management. #

No Candy, No Debits!

CANDY, soft drinks, pastries and water ice bars can be discontinued in public schools without opposition from students and loss of income, believes the department of school lunch in Santa Barbara, Calif. Nuts, fruits and individual cans of pure fruit juices were substituted for the nutritionally unsound foods. For several days, the sale of these new items was slow, but sales at the end of the year totaled $25,884, whereas children had spent $24,377 for candy and similar items, reports Carrie Marshall, supervisor of the school lunch department.

The sale of candy has been opposed because:

1. It may be replacing a balanced noon lunch, although parents may have intended that their children use the money to buy the plate lunch at school.

2. If teeth are not brushed or the mouth rinsed after candy is eaten, a child is more likely to develop dental caries.

3. Good nutritional patterns and health habits are a part of the school's responsibility in providing a healthful environment for children. #

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wire from Washington

By EDGAR FULLER

U.S.O.E. appropriations

► The House of Representatives has voted that the U.S. Office of Education shall receive $4.5 million for salaries and expenses for the 1957 fiscal year beginning July 1, 1956. The Senate added $500,000. The final amount will be established by a Senate-House joint conference late in June.

Last year the basic appropriation was $3,050,000, with a supplemental of $190,000 for salary increases. This year the Office had requested $6 million. There was strong support from educators. With the 1957 funds certain to be in the $4.5 to $5 million range, much progress can be made toward better services to education.

Failure to receive the full amount requested was due principally to three reasons: (1) the increase is in any event substantial and was regarded as enough for one year; (2) the anti-federal feeling of some southern members of Congress because of the Supreme Court decision on segregation makes them sour in regard to all matters concerning education; (3) the "economy" group is well represented on both House and Senate appropriations committees.

Both House and Senate appropriations committees have stated how they want the additional funds to be expended by the Office. Such language is not unusual in committee reports. The only earmarking of the new funds enacted into *law* is an increase from $480,000 to $550,000 for the administration of vocational education. But federal administrators know that within a few months they will be back before the same committees requesting additional funds, so they take the opinions expressed in reports of the appropriations committees very seriously indeed.

Funds for research

► This year the two committees disagree about how they prefer the increased funds shall be used. The House committee earmarks $550,000 for administration of vocational education, an increase of about $41,000 over the current year, and $675,000 for research on educational problems of the mentally retarded.

The Senate committee "... feels that two of the more important responsibilities of the Office are its educational services and research and statistical operations. The committee specifically allows $501,250 of the ... increase over the 1956 appropriation to strengthen the educational services and $315,845 for research and statistics activities." The $501,250 includes increases of approximately $41,000 for vocational education; $193,000 for services to state and local school systems; $102,000 for services to higher education; $47,000 for international education; $117,000 for publications, and $2000 for services concerning laws and legislation.

There will probably be no actual shortages of funds under present arrangements, even if efforts to modify the earmarking provisions fail in the joint conference committee. Fiscal year 1957 begins July 1, 1956, and it will be impossible to employ and induct into service by that date some hundred persons necessary for the research project requested by the House committee and to place in effect the increased services requested by the Senate committee. Enough funds may be unused during the first half of the year to carry these obligations fully. There is also the possibility that supplemental funds will be voted by Congress early next year if needed.

In spite of the progress made, it is regrettable that Congress has not allowed the full $6 million requested for the Office of Education for next year. Many projects will have to be postponed. There is a feeling in Washington, however, that the importance of the Office is steadily gaining recognition and that its improvement during fiscal 1957 will be impressive.

Rural library funds

► The Senate appears certain to follow the action taken by the House May 8 in passing the rural library services bill by voice vote.

It will authorize $7.5 million of federal funds annually for rural library services. During the next five years, each state and Hawaii, Alaska and Puerto Rico will be eligible to receive a minimum of $40,000 each year, and the Virgin Islands will be eligible for a minimum of $10,000. The balance of the federal funds will be allocated according to the rural population of each state or territory in proportion to the total rural population of the United States. Matching is on a sliding scale, with the federal share varying from 33 per cent to 66 per cent, according to the ratio the per capita income of each state bears to the per capita income of the continental United States. Hawaii, Alaska and Puerto Rico are required to match the federal funds 50-50; the Virgin Islands will supply 33 per cent of the total cost. Administration will be through the official state or territorial agency charged by law with the extension and development of public library services.

This is a phase of federal support for education which has long been considered by Congress. The Senate passed a similar bill in 1947, but like other bills for federal support of education in the late Forties, it died in the House of Representatives. Passage of the library services bill is an inexpensive way to "do something" for education. Some of its proponents oppose federal support of school construction and conveniently deny the library bill concerns schools at all. Anyway, favorable action on it this spring illustrates some intriguing angles of election-year politics.

For instance, an interesting letter was read into the record of the debate on May 8, from one of the most adamant opponents of federal support for education, Gov. Allan Shivers of Texas. Said he, "My personal thought

is that this would be a very worthwhile program. We have tried for years to increase state participation in library work, with little or no results. This might be the spark that is needed. Certainly we cannot complain about states' rights when the states either refuse or fail to discharge their obligations."

There was general agreement that the question of the Powell "anti-segregation" amendment was not involved, since no question of segregated facilities enters into the operation of bookmobiles servicing rural areas. There is no provision in the law which would prevent a state from serving established libraries in rural areas which practice segregation in libraries, but on this issue the House looked the other way. Thus southern members of Congress who fear federal support of education because of the segregation issue became some of the most eloquent supporters of the library services legislation.

The federal administration of the library services bill will be in the U.S. Office of Education. For several years the official position of the Office has been in opposition to it, but before passage Assistant Secretary Roswell B. Perkins wrote from the budget director's office, "The Bureau of the Budget advises that it has no objection to the bill."

On the other hand, the ranking Republican member of the House education and labor committee, Rep. Samuel K. McConnell Jr. (R.-Pa.), who is one of the most vigorous supporters of the Kelley school construction bill, opposed the rural library services bill. In the discussion on the House floor, he said, "Mr. Chairman, I have felt one of the best methods to bring to a halt or to slow up this rushing tendency toward the federal government doing everything would be to avoid those programs which are of such insignificant size financially that the states could take care of them themselves. It is not a large amount of money, and I feel that there is not a state in the Union that could not handle its own rural library services problem."

All major educational organizations have supported the rural library services legislation for many years and are gratified by its impending passage.

Teacher of the year

► During the last week in May, two boys and a man from Montana visited President Eisenhower in the White House and provided Washington reporters with some new angles for their stories about the shortage of scientific manpower.

A jaunty, 18 year old high school graduate, with crew-cut and bow tie—and serious plans for studying electrical engineering at Montana State College—brought the President a pocket-size, solar-powered transistor radio he had put together himself. Some of the newsmen, intrigued by the gadget, asked some sharp questions about frequency range, coverage and reception, and received clear-cut answers from the young engineer.

The 16 year old junior from the same high school in Kalispell, Mont., somewhat quieter in dress and manner but no less enthusiastic about science, generated an unusual amount of interest among newsmen and photographers with a decision meter "to help the President make important executive and strategic decisions." The instrument, according to the student inventor, will record plus or minus values for the pros and cons of any question and will then yield up a Yes or No decision on the meter dial. Mr. Eisenhower was delighted with the idea, saying it would give him more time for golf! The reporters grinned.

Just before the cameras began to roll, both the radio and the decision meter were taken from the students by a member of the White House staff in charge of arrangements. Disgruntled newsmen tried to reverse the decision which eliminated their best news angle, but they were told it would be "undignified" to include these scientific gadgets in pictures of the President of the United States. No one—not even the President—thought of consulting the decision meter!

The enterprising young scientists were accompanied on their visit to Washington by their instructor and friend, Richard Nelson, the 1956 Teacher of the Year. Mr. Nelson teaches physics, earth science, and algebra at Flathead County High School. He believes that the basic principles of science should be understood by everyone "because they affect everyone—farmers and clerks as well as technologists." He sponsors a science club and has organized an annual science fair to encourage further understanding of the field by students and members of the community.

Richard Nelson is the fifth Teacher of the Year in *McCall's Magazine's* annual project honoring the teaching profession. The U.S. Office of Education and the Council of Chief State School Officers cooperate with *McCall's* staff by inviting nominations from the states and assisting in the selection of the winner. Mr. Nelson was nominated by Mary M. Condon, state superintendent of public instruction for Montana. The award, in recognition of his outstanding contribution to science and science teaching, was presented to Mr. Nelson by Vice President Nixon.

After a reception in their honor, the scientists went to New York, where they saw the sights of the city, took in their first major league baseball game at the Yankee Stadium, and finished with a visit to Brookhaven National Laboratories arranged by the Atomic Energy Commission.

Accreditation council

► The National Council for Accreditation of Teacher Education has reorganized with 19 members in order to gain the full support of the National Commission on Accrediting. The vote of the N.C.A.T.E. to do so was unanimous, and ratification by the five constituent groups is confidently expected during the next several months.

Constituent groups comprising the council are the American Association of Colleges for Teacher Education, Council of Chief State School Officers, National Association of State Directors of Teacher Education and Certification, National Education Association, and National School Boards Association.

The N.C.A.T.E. has been the national voluntary professional accrediting agency for programs of teacher education since July 1, 1954. Its membership now includes 291 teachers preparing institutions of all types currently supplying approximately 63 per cent of all elementary and secondary teachers.

W. Earl Armstrong is the director, with offices in the Mills Building, 17th and Pennsylvania Avenue, N.W., Washington 6, D.C.

Disagree on Teacher-Aides

WASHINGTON, D.C.—The six educators who separately visited Bay City, Mich., to observe the teacher-aide experiment reported to the N.E.A. last month. The investigators disagreed, but, according to the Associated Press, an N.E.A. spokesman, in a foreword to the reports, reasserted the N.E.A.'s previous stand that the idea "is of dubious value" in combating the teacher shortage.

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Senior High School, Grand Island, Nebraska. Superintendent of Education: Dr. Earle Wiltse; Architect: F. N. McNett Company; Engineer: R. L. Fickes; Mechanical Contractor: J. L. Lingeman Company. The design resembles a human hand, with the administrative areas concentrated in the "palm" and classrooms extending down the four fingers.

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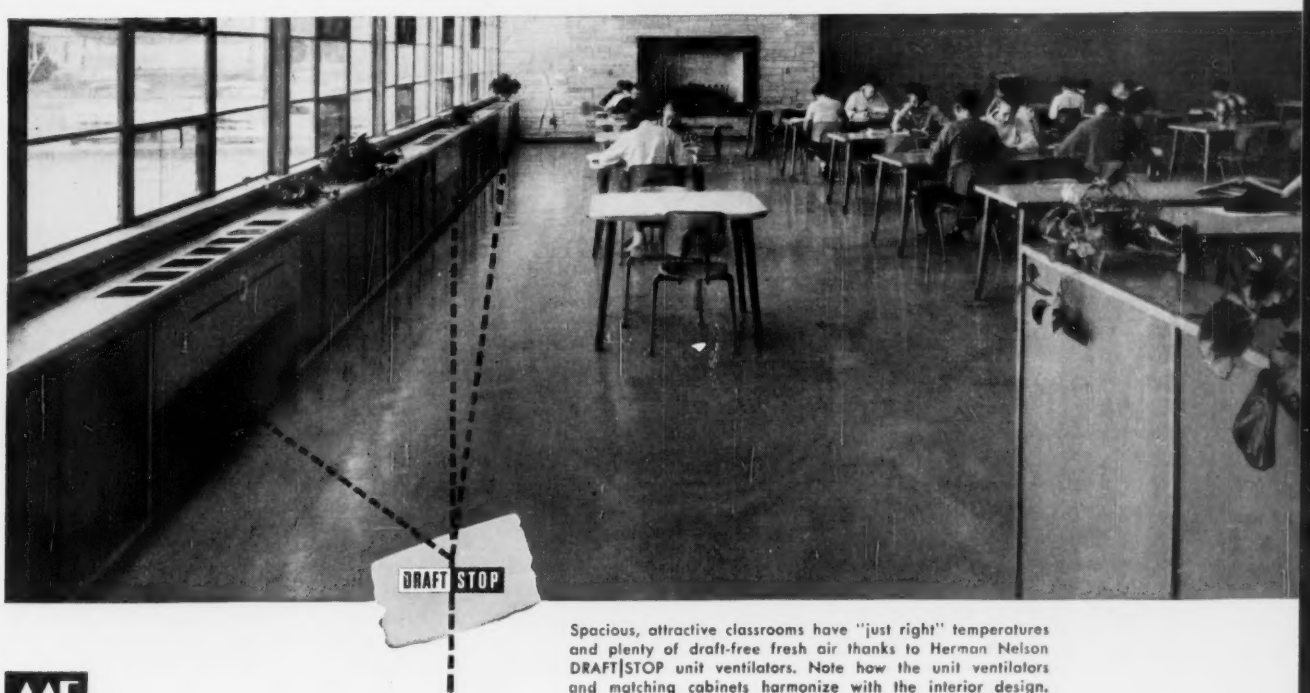

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NEWS IN REVIEW

Five Thousand Expected to Attend N.E.A. Convention in Portland July 1 to 6; Theme Is "Proud to Teach"

PORTLAND, ORE.—"Proud to Teach" will be the theme of the National Education Association's 94th annual meeting here, July 1 to 6. Some 5000 representatives of American education are expected to attend.

A unique feature of the 1956 meeting will be the organization of 350 small discussion groups to consider proposals for an expanded N.E.A. program. A consensus report on the action of the groups will be presented to the conference at one of its final business sessions.

Convention speakers will include Lee A. Dubridge, president of the California Institute of Technology; Arthur Kirkham, Portland newscaster, and Eric Johnston, special ambassador to the Middle East.

Delegates will have the opportunity to attend a premiere showing of the N.E.A. centennial motion picture, "A Desk for Billie." The picture is the first full-length film produced by the N.E.A. and affiliated state associations.

Administrator's Dilemma: Too Many Teacher Applicants

LONG BEACH, N.Y.—David G. Salten, superintendent of schools here, faces a unique problem: what to do about the hundreds of teachers who are applying for positions in Long Beach schools. Among the applicants are scores of mathematics and science teachers, many of whom hold Ph.D's in their fields.

The new and projected salary schedules at Long Beach provide at least a partial explanation for the deluge of job seeking teachers. Effective July 1, salaries will range from $4000 to $7500 for teachers with bachelor's degrees, from $4400 to $8000 for those with master's degrees.

In July 1957, the range will go to from $4600 to $8100 (bachelor's degree) and from $5000 to $8500 (master's degree). Teachers holding a doctor of philosophy degree will receive from $5000 to $8500 during the next school year; in 1957-58, the range will be from $5400 to $9000.

More than 50 per cent of Long Beach's 210 teachers hold master's degrees. About half of this group is eligible for increments beyond the master's schedule, on the basis of credit hours earned above the master's degree.

Phi Delta Kappa Appoints Executive Secretary, Editor

BLOOMINGTON, IND.—Phi Delta Kappa, professional educational fraternity, has announced the appointment of Maynard Bemis as executive secretary and Stanley M. Elam as editor of publications. Dr. Bemis, currently a visiting professor of education at Stanford

Stanley M. Elam

Maynard Bemis

University, has been professor of educational administration at the University of Wyoming since 1947. He will succeed Paul M. Cook, who retires October 1, after 28 years as executive secretary.

Dr. Elam, who assumes his post July 1, was director of public relations and alumni services at Eastern Illinois State College. He has also served as superintendent and school principal in Illinois.

Board Renews Contract of Bartending Teacher

PUEBLO, COLO.—After a siege of teacher resignations, parents' petitions, and a threatened student strike, the board of education here reversed its earlier decision and renewed the contract of Ted Colton, a school teacher.

Mr. Colton had gained national publicity when two board members refused to renew his contract because he tended bar six nights a week in Pueblo's Whitman Hotel. Mr. Colton immediately said he would give up the bartending job, but the board refused to reconsider its action. In the face of community protest, the board awarded him a new contract, after passing a unanimous resolution that no school employe should have a job related to the liquor trade.

Mr. Colton, a 30 year old navy veteran with a wife and two children, teaches junior high school science. His teaching salary is approximately $4000. Of Pueblo's 736 teachers, 250 have part-time jobs, which include bartending and working at the pari-mutuel dog track. The fate of those whose employment was similar to Mr. Colton's was not determined.

Henry Toy Jr. Named President of National Citizens Council

NEW YORK.—Henry Toy Jr. was named to the newly created office of president of the National Citizens Council for Better Schools at its mid-year meeting here. Mr. Toy had formerly served as executive director of the council. At the same meeting, Ralph K. Gottshall, acting chairman of the council, accepted the position of council chairman. As a part of its expanded program, the council adopted a proposal to provide citizens with community relations training through on-the-job experience with the council and its regional offices.

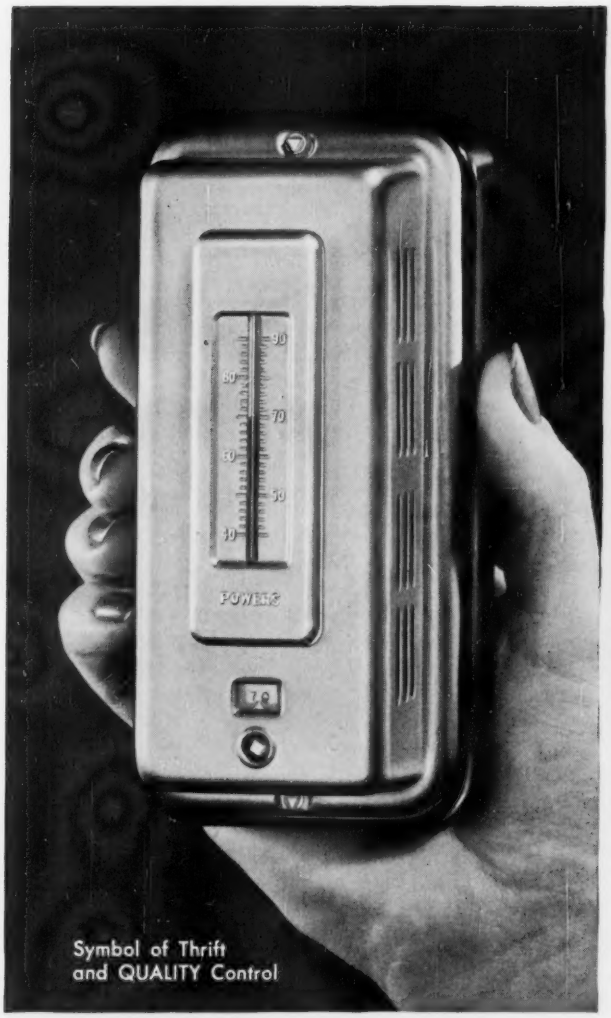
Seek Amendment to Make School Jobs Nonpolitical

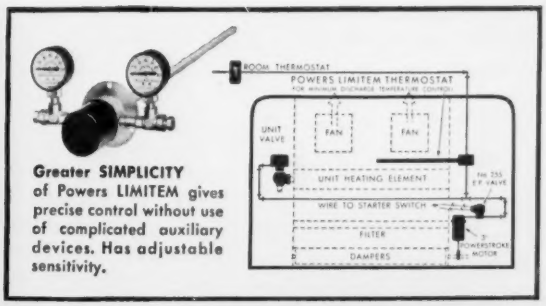
EAST LANSING, MICH.—Petitions for a constitutional amendment to make Michigan's state board of education nonpolitical are being circulated by the Michigan Education Association.

The proposed amendment would enlarge the board from four to eight members, and would make their election nonpartisan. The amendment would also make the office of superintendent of instruction appointive rather than elective.

State board members, now nominated by political party conventions, would run on a nonpartisan basis, being required to file nominating petitions bearing a minimum of 25,000 names. No more than two board members could be from any one county, permitting wider representation than now exists.

The amendment will appear on the November 6 ballot if a sufficient number of signatures — 220,000 — is obtained.





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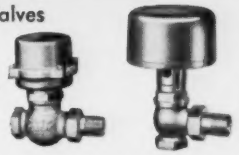

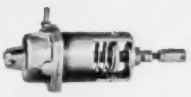

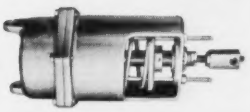

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Plan to Improve Schools in City's Underpriviledged Areas

NEW YORK.—The board of education here has promised quick action to improve the educational opportunities in underpriviledged areas of the city. The action will follow recommendations submitted in a recent report by the board's commission on integration.

The report calls for smaller classes in Negro and Puerto Rican schools, more remedial teachers, fewer substitutes, and more adequate educational facilities. Recommended changes will cost from $5 to $10 million, it was estimated.

Proposals of the commission are based on studies of education in underprivileged areas, initiated in June 1955. The commission report particularly criticized the proportionally larger number of substitute teachers in these areas. While recognizing real shortages of teachers and facilities, the commission pointed out that it was undemocratic for certain groups of children to bear the brunt of these problems to a significantly greater extent than other more privileged groups of children.

U.S. Surplus to Benefit Japan School Lunch Program

WASHINGTON, D.C.—Surplus dry milk and wheat from the U.S. will be used to expand Japan's school lunch program, under contracts signed recently by the International Cooperation Administration. Some $37½ million worth of the surplus foods will be provided by this country over a three-year period. Japan will pay shipping costs. Japanese children now pay 6.34 yen for their school lunches. With the arrival of American food, the cost will be 5.61 yen, or approximately 2 cents. The average industrial worker in Japan earns $49 a month.

Carnegie Grants Underwrite Higher Education Research

NEW YORK.—Two new research institutes to study the problems of higher education have been established under Carnegie Corporation grants. One center, underwritten by a $400,000 grant, will be at the University of California. The other, supported by an award of $375,000, will be established at Teachers College, Columbia University.

The institutes will deal with critical issues related to the enrollment expansion predicted for institutions of higher learning in the next decade. Among projects of the California institute will be a study of the rôle of junior colleges in higher education. The first major undertaking of the Columbia center will be a two-year study of the status and rôle of liberal arts in higher education, particularly the relationship of liberal arts to professional education.

A third grant of $375,000 was awarded to the American Council on Education in Washington, to provide for an office of statistical information and research on higher education.

Citizens Organize to Promote City Action on School Sites

STAMFORD, CONN.—Months of delay in acquiring two badly needed school sites in this community have prompted thorough and effective citizen action. To break a deadlock between school board and mayor, 41 citizens formed a citizens committee on school sites to investigate the proposed locations. Services of engineers, contractors, real estate appraisers, and writers were enlisted on a voluntary basis, and the committee subsequently produced a 32 page illustrated booklet, giving all available information about proposed sites.

Five hundred copies of the booklet are being distributed in the community. All services and materials were donated for the project, which would have cost some $2000. The findings of the committee, as outlined in the booklet, will be presented to the city officials as a basis for immediate action.

P.T.A. Speakers Disagree on Education of Difficult Pupils

SAN FRANCISCO.—The right of slow and difficult children to stay in school was defended at the National Conference of Parents and Teachers here. Experts on health, family life, and juvenile delinquency disagreed with one speaker's assertion that difficult students should be put in trade schools or jobs.

Frank Baxter, professor of English education at the University of Southern California, termed the present educational system idealistic. He charged that "entirely too much classroom time is wasted in disciplining an obstreperous few." Bright children are hampered by classes geared to the dull, he added.

Dorothy Nyswander, professor of public health education at the University of California, opposed Dr. Baxter's statements. "If we are going to preserve the democratic system," she said, "we have got to have some waste."

H. Paul Leonard, president of San Francisco State College, also disagreed. "This smacks of the European system, which assumes you cannot educate both kinds of children, and that is not true," he said.

Some 3000 delegates attended the four-day conference.

Better Teacher Recruitment Goal of Chicago Plan

CHICAGO.—The board of education here is instituting the new look in teacher recruitment, in a program designed to make positions in the city schools more attractive.

Recommendations of Supt. Benjamin C. Willis which were adopted by the board recently authorize steps such as these:

1. Providing friendly, sympathetic counselors to handle face-to-face contacts with teacher applicants.

2. Assigning some teachers to a downtown office to serve as counselors of teachers, to discuss complaints or questions about job assignments, further training, and so forth.

3. Paying experienced teachers from other localities better than beginning salaries without waiting until they have passed Chicago examinations.

4. Offering intensive "conversion" training at Chicago Teachers College for college graduates who are not prepared to teach but who would be willing to take training and then teach in Chicago.

5. Increasing cooperation with colleges in this area so that more students in teacher training will get their practice teaching in the Chicago schools.

Industry Gives Speedy School Relief in Boom Town

NOXON, MONT.—Schools here, facing the impact of "boom town" population growth, received speedy relief through a cooperative arrangement with private industry.

Last year, Noxon's school board foresaw that an $85 million dam construction project in the area would create serious problems for the schools. The board contacted the sponsor of the project, the privately owned Washington Water Power Company of Spokane, Wash.

The company signed an agreement to aid financially and materially in all phases of the school district's work load created by the construction of the Noxon Rapids Dam. The aid as de-

scribed in the agreement was to cover: subsidies for additional workers and buildings as needed; subsidies for increased costs of transportation; reimbursement for the schools on the basis of actual per capita cost in elementary and high schools for general fund operations; provision of temporary school buildings and housing units for teachers; reimbursement for school lunch on the basis of an increased number of participants and additional equipment needed.

In describing the cooperation between the company and the schools, Jack Baier, superintendent at Noxon, emphasized the company's quick action in meeting needs as expressed to it.

Within 24 hours after hearing of the need for increased transportation facilities, the company ordered a 36 passenger bus, and provided other means of transportation until its delivery 30 days later. Four three-bedroom homes for teacher housing were moved into the town and prepared for occupancy in a few weeks. A temporary building for additional classrooms was also moved in and prepared for use by the company.

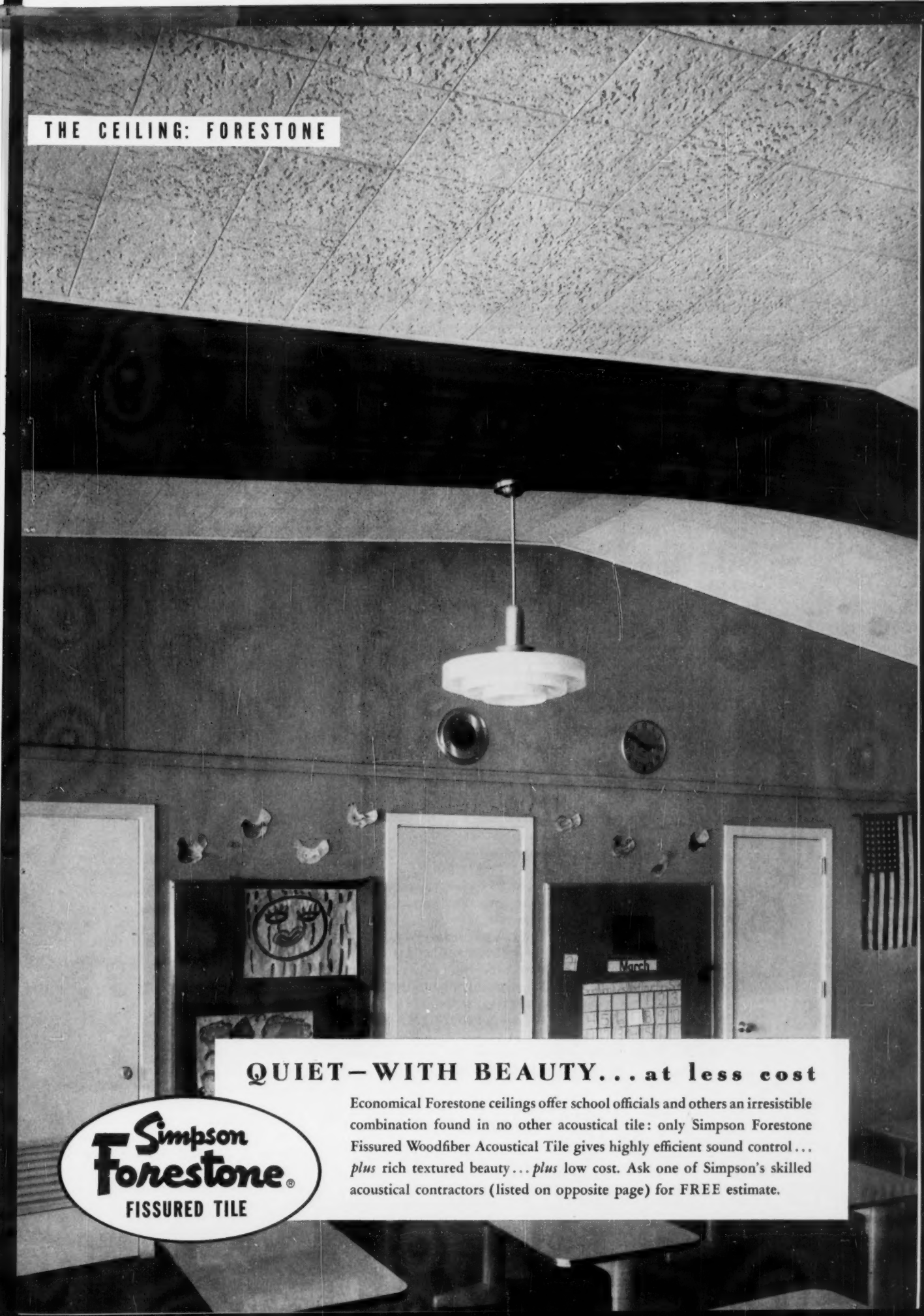
At the end of the first semester, the school board called an emergency budget meeting to obtain operating funds with which to finish the school year. The part of the agreement signed by the company was applied to compute a budget of nearly $24,000. The money was on deposit 24 hours after the agreement was approved by the county board of commissioners and the company management.

New Illinois Citizens Group

URBANA, ILL.—A state committee of 150 or more members is being organized in Illinois to promote wider citizen participation in dealing with school problems. The committee will represent a cross section of citizens and groups interested in education. Professional educators, however, will serve only in consultant or advisory capacities, according to Vernon L. Heath, temporary chairman of the organization committee.

Student Tour Abroad Seeks International Relations Basis

WASHINGTON, D.C. — Eighty high school students will spend six weeks abroad this summer on a tour to further international understanding, under the sponsorship of the National Association of Student Councils, a



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branch of the National Education Association.

The students, selected on the basis of school leadership positions, scholarship and recommendations of their principals, will tour England, Holland, Germany, Italy, Switzerland, Austria and France.

Purpose of the tour is to give the U.S. students experiences which will enable them to work for international understanding in their own communities. In applying to join the group, each student submitted an original plan which he had devised to improve international relations in his school and community. Follow-up studies of the plans will be made next fall.

Happy Birthday. The 10th anniversary of the national school lunch program was celebrated in schools across the country last month. In Washington, two elementary students from Fairfax County, Va., presented President Eisenhower with a 10th anniversary birthday cake, and Ezra Taft Benson, secretary of agriculture, received a similar cake in Milwaukee, after joining pupils there for a typical school lunch.

For Education Editors. Under the sponsorship of the Educational Press Association of America, an international workshop for education editors will be held in Manila, P.I., August 1 to 18. Inquiries should be made of G. Kerry Smith, 1201 16th St., N.W., Washington, D.C.

Prepare Your Own. Los Angeles' board of education has approved arrangements for a special inservice training workshop for mathematics teachers. Teachers who have had some college training in mathematics and who teach one or two classes in the subject will be prepared through the workshop to carry a full schedule of mathematics classes next year.

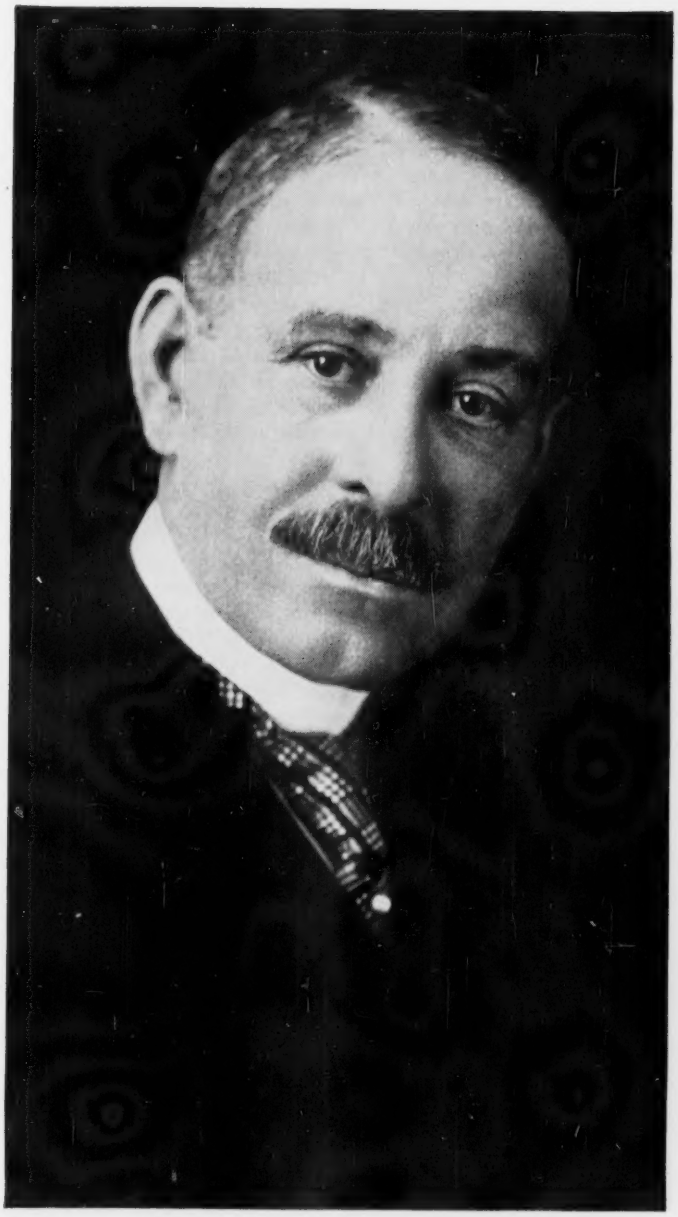
Dollars for Building. New Jersey's state legislature has approved a program of state aid for school construction, providing $10,650,000 for distribution during the next fiscal year.

The Revised Coffee Break. School officials at Corvallis, Ore., have ordered a 10 minute mid-morning break for high school students. Fruit juice and rolls will be served.

One Point of View. The American Legion's national commander, J. Addington Wagner, reiterated the Legion's opposition to UNESCO in a recent TV appearance. He charged that UNESCO is endeavoring to influence the education system of the United States through the United States National Commission for UNESCO. He described UNESCO as an American financed propaganda campaign contrary to the spirit and laws of the United States.

A Recommendation. A survey sponsored by the Ohio College Association reveals an "immediate and urgent need" to establish a number of small community colleges to meet mounting enrollments, says John Dale Russell, director of the study. Dr. Russell believes the new institutions should be publicly controlled and geared closely to the needs of the local community, with major emphasis on vocational and technical preparation.

Administrative Research. In the last 12 months, the W. K. Kellogg Foundation has appropriated sums totaling $2,393,642 to 29 universities and educational agencies for the continuance of the nationwide Cooperative Program in Educational Administration. Most recent and final grant for the project was a $100,286 commitment to Ohio State University.



DIAGNOSIS: knife wound in the heart

UNDER THE blazing blue sledge hammer of a Chicago heat wave, the cramped, makeshift operating room shimmered like an oven, reeking of ether and carbolic. Six sweat-drenched, frock-coated doctors huddled in fascination, watching deft hands reach into a human chest and expertly stitch up a wound in the redness of a pulsing heart.

Would he live? The surgeon mopped his brow and hoped. The year was 1893; the operation, fantastic.

Live? Yes, he would live for many more years, thanks to the skill and courage of Dr. Daniel Hale Williams.

Abandoned as a child, Williams, a Negro, had struggled hard for his medical education. Now only 37, he had already founded America's first interracial hospital, Provident. And here he had just performed the first of the pioneering operations that would mark him as one of our country's great surgeons.

Sensitive and brave, Daniel Hale Williams was blessed with an abundance of the same urge to help his fellow man that binds and strengthens Americans today.

And it is these strong, unified Americans who are our country's real wealth—the real backing behind our nation's Savings Bonds. In fact, they're the true reason why U. S. Savings Bonds are considered one of the world's finest, safest investments.

For your own security—and for America's—why not invest in Savings Bonds regularly? And hold on to them!

It's actually easy to save—when you buy Series E Savings Bonds through the Payroll Savings Plan. Once you've signed up at your pay office, your saving is done *for you*. The Bonds you receive pay good interest—3% a year, compounded half-yearly when held to maturity. And the longer you hold them, the better your return. Even after maturity, they go on earning 10 years more. So hold on to your Bonds! Join Payroll Savings today—or buy Bonds where you bank.

Safe as America – U.S. Savings Bonds

The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.

Come si dice in italiano? A workshop to train elementary school teachers in methods of teaching Italian to grade school children will be offered at Yale University's summer language institute. Concurrently an experimental class in Italian will be offered in one of New Haven's elementary schools this summer, and plans are under way to teach the language in several elementary schools in the fall.

Earn While Learning. Beginning with their second year, teacher training students at Northeastern University, Boston, will spend almost half of the school year in paying teaching positions in the public schools at Wayland, Mass. Lester S. Vander Werf, dean of the college, said that the internship program is planned to give students a better picture of the total work of the schools by putting them on their own as teachers.

Speaking of Health Education. Public schools should remove vending machines that dispense candy and sweet beverages, said Dr. William P. Humphrey of Denver in an article in the *Journal of the American Dental Association*. "Schools should practice as well as teach good nutrition," he said.

On Strike. Schools at Irvington, N.J., closed for a day recently when 325 of the system's 330 teachers went on strike to gain support for a $400 annual pay increment. City commissioners agreed to review their request for the pay increase, and the teachers returned to school the next day.

Effective Prevention. More than 4500 school children participated in San Francisco's Safety Patrol and Parade Review this year, marking the 33d anniversary of the patrol system. Since 1923, not one child has been killed at a patrol guarded street crossing there.

ABOUT PEOPLE

APPOINTED . . .

William J. Sanders, superintendent at Springfield, Mass., to commissioner of education for Connecticut. Dr. Sanders was president of Fitchburg State Teachers College, Fitchburg, Mass., from 1945 to 1950. He will succeed **Finis E. Engleman,** who will become executive secretary of the American Association of School Administrators, Washington, D.C., in September.

Robert Andree, headmaster of Brookline High School, Brookline, Mass., to superintendent of Rich Township High School, Park Forest, Ill. Dr. Andree has been associated with secondary schools in South Dakota, Michigan, New York, and Massachusetts for the last 23 years.

Howard S. Bretsch, member of the faculty of the University of California, to professor of educational administration in the school of education, University of Michigan. At the same time it was announced that **Finley Carpenter,** instructor at Michigan State University, had been named assistant professor of education at the University of Michigan.

Angelo Giaudrone, superintendent at Concord, Mass., to superintendent at Tacoma, Wash. Before going to Concord, Dr. Giaudrone served as director of the New England region of the Cooperative Program in Educational Administration, Harvard University.

Perce M. Muir, business administrator for York Township Schools, Toronto, Ont., to the newly created position of executive director of the Ontario School Trustees Council. Following the organization of the council, Mr. Muir served as honorary secretary on a part-time basis, later resigning to become technical director for the council. He assumes his new responsibilities July 1.

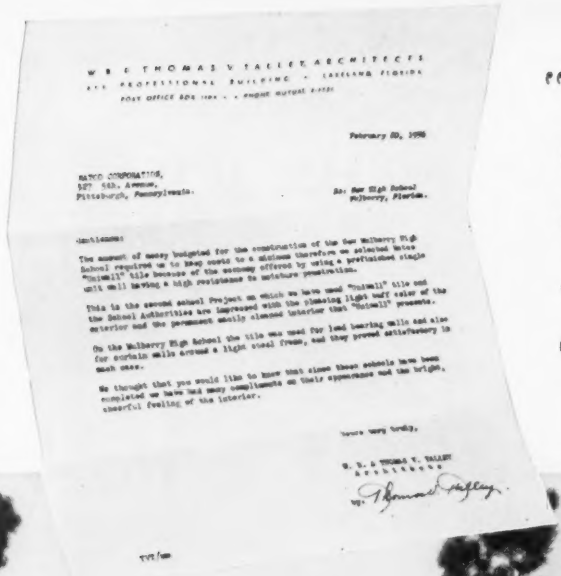

Mark F. Scully

Mark F. Scully, superintendent at Dearborn, Mich., to president of Southeast Missouri State College, Cape Girardeau. Dr. Scully, who will be the 10th president of the college, is the first alumnus of the college to hold this position. Prior to his appointment at Dearborn, he served as superintendent at Paducah, Ky. He has also taught in Missouri, Georgia and Illinois. He received his doctorate at Columbia University. Dr. Scully will succeed **W. W. Parker,** who retires July 1 after 23 years as president.

James Austin, high school principal at Altoona, Kan., to superintendent at Sheldon, Mo., succeeding **David A. Jackson.**

R. C. Stribling, superintendent at Taylorsville, Miss., to superintendent of Columbia Training School, Columbia, Miss.

John Paden, superintendent at Lucas, Kan., to superintendent at Seneca, Kan.



W. B. & THOMAS V. TALLEY, ARCHITECTS
[illegible] PROFESSIONAL BUILDING - LAKELAND, FLORIDA
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February 20, 1956

NATCO CORPORATION,
327 5th. Avenue,
Pittsburgh, Pennsylvania.

Re: Bar High School
Bulberry, Florida.

Gentlemen:

The amount of money budgeted for the construction of the Bar Bulberry High School required us to keep costs to a minimum therefore we selected Natco "Uniwall" tile because of the economy offered by using a prefinished single unit wall having a high resistance to moisture penetration.

This is the second school Project on which we have used "Uniwall" tile and the School Authorities are impressed with the pleasing light buff color of the exterior and the permanent easily cleaned interior that "Uniwall" presents.

On the Bulberry High School the tile was used for load bearing walls and also for curtain walls around a light steel frame, and they proved satisfactory in each case.

We thought that you would like to know that since these schools have been completed we have had many compliments on their appearance and the bright, cheerful feeling of the interior.

Yours very truly,

W. B. & THOMAS V. TALLEY
Architects
By: [illegible]

TVT/ew

"The school authorities are impressed with the pleasing light buff color of the exterior . . . and the permanent, easily cleaned interior"

says Thomas Talley
W. B. & Thomas Talley, Architects

The walls of this school . . . inside and out . . . were built and finished in one operation . . . with Natco Uniwall Facing Tile

UNIWALL is Natco's answer to the demand for economical single-unit wall construction. It provides glazed interior and attractive unglazed exterior facings in a single operation. The ceramic glazed interior finish means low maintenance, needing only occasional cleaning with soap and water to keep it looking like new for the lifetime of the building. The durable rugg-tex exterior finish gives a high quality appearance matching that of more expensive face brick exteriors.

UNIWALL facing tile is easy to handle, lays up fast and is designed with a jamb slot to receive the "fin" of a metal window or the blind stop of a wooden window. Natco Uniwall is made of hard-burned, deaired fire clay in modular dimensions—but is readily adaptable for non-modular construction. The Uniwall units conform to all requirements for load-bearing structural clay tile. A complete line of interior ceramic glaze shapes is available, if desired, to supplement the standard wall units.

Specify Natco Uniwall Facing Tile for your next school job and gain the economical and structural advantages of single-unit wall construction. For additional information on Uniwall write for bulletin No. UW-100.

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William E Arnold, member of the faculty of the school of education at the University of Pennsylvania, to dean of the school of education there, effective June 30. Dr. Arnold will succeed **E. Duncan Grizzell,** dean since 1948, who will retire.


William E. Arnold

Theodore S. Graham, superintendent at Newcastle, Neb., to superintendent at Minatare, Neb.

Albert Lerer, acting superintendent at Maynard, Mass., to superintendent there, succeeding **Mary Doyle.**

Fred Hilton, superintendent at Bagley, Iowa, to superintendent of the newly organized Woden-Crystal Lake District, Hancock County, Iowa. **Leo Morman,** superintendent at Crystal Lake, has resigned; **J. R. Tisdale,** superintendent at Woden, will serve as assistant superintendent of the new district.

R. Daniel Chubbuck, superintendent at Glastonbury, Conn., to superintendent at Darien, Conn., succeeding **Sidney P. Marland,** new superintendent at Winnetka, Ill.

Charles W. Patrick, director of vocational and practical arts education, San Diego, Calif., to assistant superintendent in charge of post-high school education there, and **Lee L. Bloomenshine,** director of secondary instruction, San Diego, to assistant superintendent in charge of secondary schools there.

Lowell M. Johnson, superintendent of Grant Park Community Unit School, District 6, Grant Park, Ill., to superintendent at Clinton, Ill., succeeding **Ralph Robb.** Mr. Robb will retire after 30 years of service in Clinton.


Frank A. Van Slyke

Frank A. Van Slyke, superintendent at Griffith, Ind., for the last nine years, to superintendent at Connersville, Ind. Mr. Van Slyke served as principal of schools in Elmwood, Ind., and Cambridge City, Ind., prior to going to Griffith.

Robert E. Bell, superintendent of the first supervisory district of Westchester County, Chappaqua, N.Y., to director of teacher training at Wilson College, Chambersburg, Pa.

William A. Brandenburg, dean of Northwest Missouri State College, Marysville, to president of Nebraska State Teachers College, Wayne. Dr. Brandenburg has held teaching and administrative positions at the University of Colorado, Ohio State University, and William Woods College, Fulton, Mo.

H. W. Hightower, assistant superintendent, Community Unit School District No. 2, Mattoon, Ill., to the faculty of the college of education, Butler University, Indianapolis. In June Mr. Hightower completed 35 years of service in Illinois public schools.

Orval L. Ulry, associate professor of education and director of student teaching, Miami University, Oxford, Ohio, to associate professor of education and director of summer school at the University of Maryland.

James L. Sublett, assistant superintendent for Jefferson County, Louisville, Ky., to assistant superintendent of public instruction in the state department of education, Frankfort. At the same time, the following additional appointments in the state department of education were announced: **Ted C. Gilbert,** superintendent at Maysville,

(*Continued on Page* 102)

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Many designers and fabricators who are currently using Type 302 stainless can, in numerous applications, specify Type 430 straight chromium stainless and take advantage of the 10 cents per pound difference in base price. Some of our customers are already saving more than $200 per ton using our 430 MicroRold stainless sheet.

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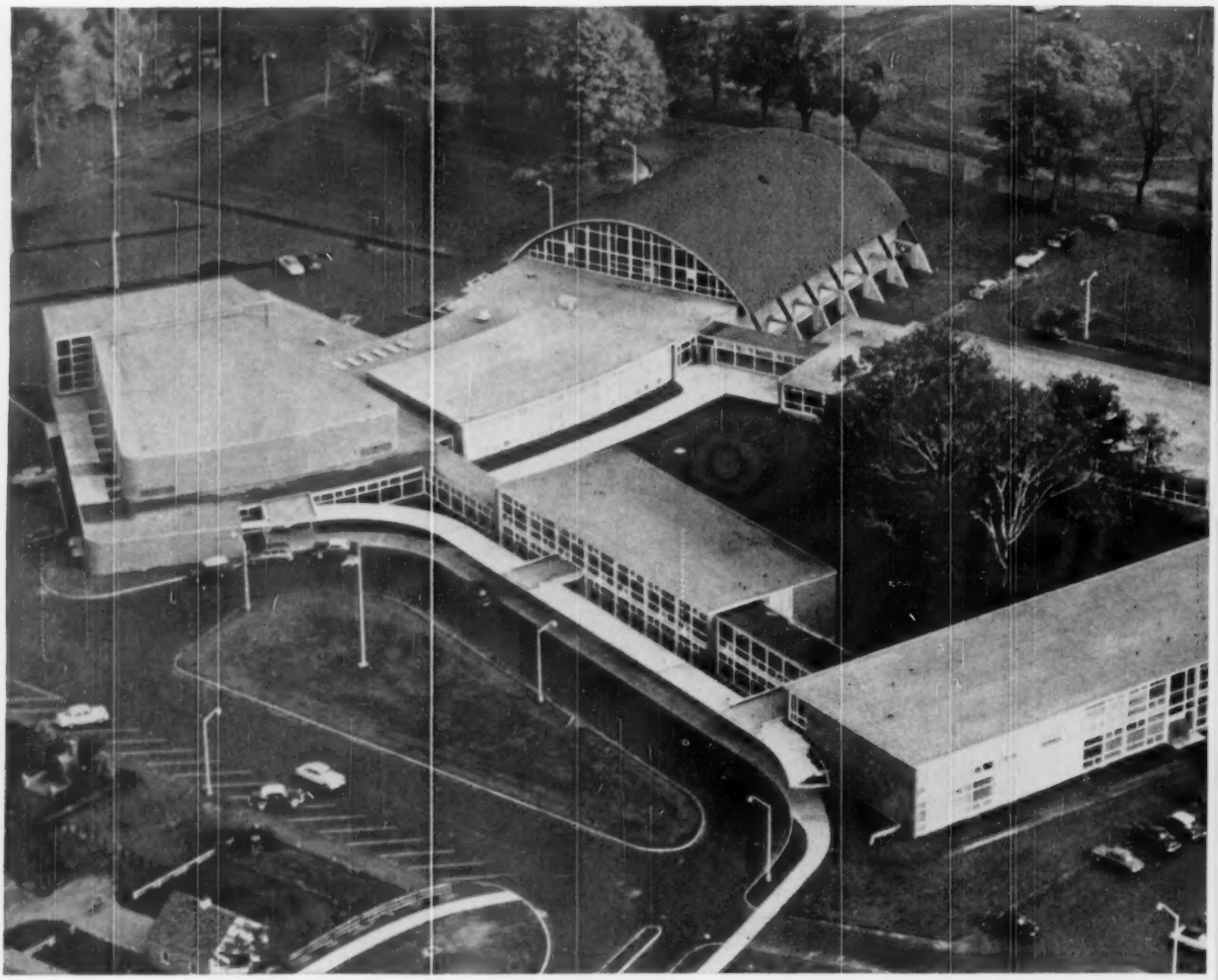

Pittsburgh Glass lets the light in . . . and the beauty, too!

In this dramatic new high school at East Hartford, Conn., just about every room boasts a huge, glass window-wall. The daylighting is superb, and so is the view—two important considerations if you want fresh, alert minds.

The cluster-plan buildings are connected with *glass-enclosed* walkways that are bright and cheerful, while offering complete protection against the elements. But look at the gymnasium to see what a miracle material glass really is. The gym is glazed with large panels of Herculite® shock-resisting plate glass to dispel the gloom. And, since Herculite is heat treated and tempered, it is incredibly strong —a useful property in athletic areas!

All in all, 50,000 square feet of Pittsburgh Glass were used here. Countless visitors feel that the glass deserves great credit for the daylighting, the view, and the graceful beauty of this new school.

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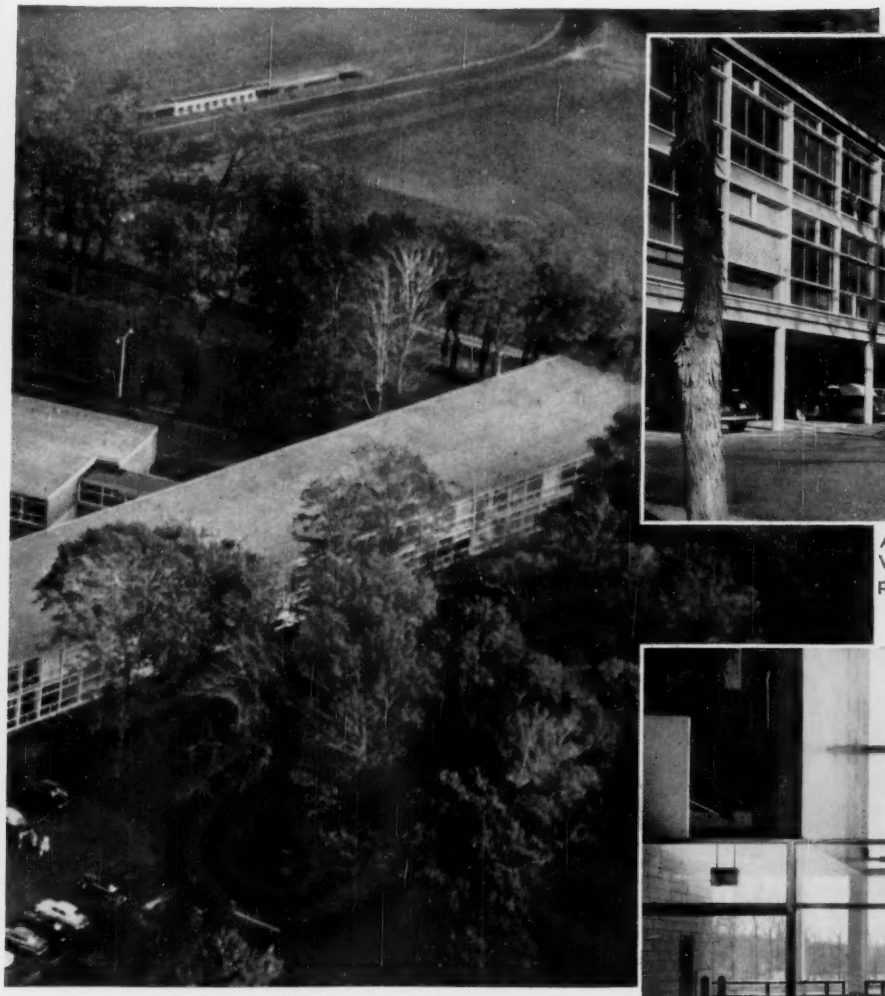
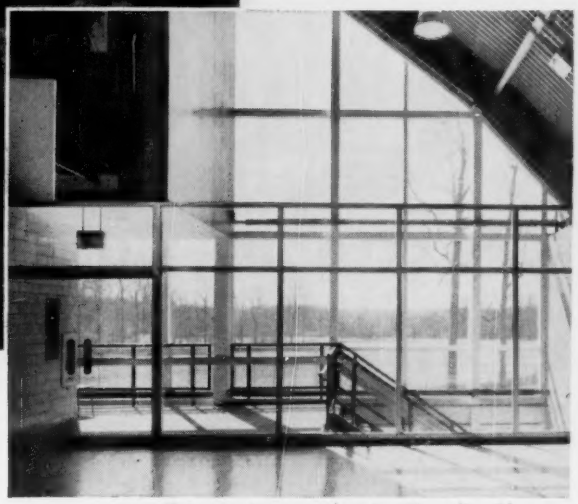


Auditorium is at left, then, (clockwise) the gym, shops, classrooms and office building.

Architects: Nichols & Butterfield, West Hartford, Conn., and Perkins & Will, White Plains, N. Y.

Academic wing at left, shops to right. Venerable beech trees were carefully preserved during construction.



Entrance to gym, showing Herculite Glass. Unit at upper left houses ventilating system.

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Design your schools better with

PITTSBURGH GLASS

(*Continued From Page* 98)

Ky., to head of the bureau of administration and finance; **Roy G. Smith,** assistant superintendent at Ashland, Ky., to director of the division of school buildings and groups; **Ben F. Coffman,** superintendent for Bourbon County, Paris, Ky., to head of the newly created bureau of rehabilitation services.

John F. Fields, superintendent at Wellman, Iowa, to superintendent at West Branch, Iowa, succeeding **R. F. Hedemann,** who will become superintendent at Columbus Junction, Iowa. Mr. Hedemann will succeed **H. E. Ross,** who has been named superintendent at Ainsworth, Iowa.

Russell E. Drechsler, principal of Buckley-Loda High School, Buckley, Ill., to superintendent of Buckley-Loda Unit schools, succeeding **Kenneth Yates.**

George Highfill, high school principal at Meade, Kan., to superintendent at Kismet, Kan.

James Austin, principal at Altoona, Kan., to superintendent at Sheldon, Mo., succeeding **David A. Jackson.**

Roy S. Jamison, assistant supervising principal at State College, Pa., to supervising principal there, succeeding **Jo Hays.**

Glenn O. Eggleston, principal at Montezuma, Kan., to superintendent at Wilmore, Kan.

L. S. Younger, superintendent at Manford, Okla., to superintendent at Inola, Okla., succeeding **James McNeely Jr.**

Joseph Davis, superintendent at Milton, Iowa, to superintendent at Eddyville, Iowa, succeeding **Paul C. Blake.**

J. B. Fox, superintendent at Indianola, Okla., to superintendent at Madill, Okla.

John C. Rudolph, teacher at Waterville, Ohio, to superintendent for Henry County, Napoleon, Ohio, succeeding **M. E. Brandon,** who is retiring.

Donald L. Tracy, superintendent at Gaza, Iowa, to superintendent at Bayard, Iowa.

Gordon Olson, superintendent at Table Rock, Neb., to superintendent at Exeter, Neb.

Gilbert Holle, superintendent at Almont, N.D., to superintendent at Kulm, N.D., succeeding **David L. Hoel.**

George W. Cole, superintendent at Moreland, Kan., to superintendent at Bloom, Kan.

Thomas J. Bogue, superintendent of the Lula-Rich Consolidated School, Lula, Miss., to superintendent at Ar-

(*Continued on Page* 105)

Ceiling of SUNLIGHT

School Skylights of COOLITE Wire Glass Keep Interiors Bright and Cheerful

NORMANDY PARK ELEMENTARY SCHOOL, Seattle, Washington

Architect: Waldron & Dietz

Photographer: Dearborn-Massar

Because of its very pleasant flood of light, Coolite Wire Glass, skylighting the Normandy Park Elementary School corridor in Seattle, Washington, has excited more comment than any other space in the school, relate Waldron and Dietz, Architects. This cheery glow of softened, diffused daylight is borrowed by adjoining rooms providing extremely high levels of glare-free, natural illumination. The glass creates an open, airy atmosphere and appears as clear, blue sky even on overcast days. The same Coolite Wire Glass is used in the multipurpose room. Mr. Waldron reports that "it has proven entirely satisfactory for elementary school use... direct light of this variety is desirable because it is pleasant and cheerful."

Coolite removes the harmful qualities of "raw" sunlight, helps students see better, work better, feel better. Coolite permits use of large areas of glass without undue heat and discomfort, makes rooms appear larger, friendlier.

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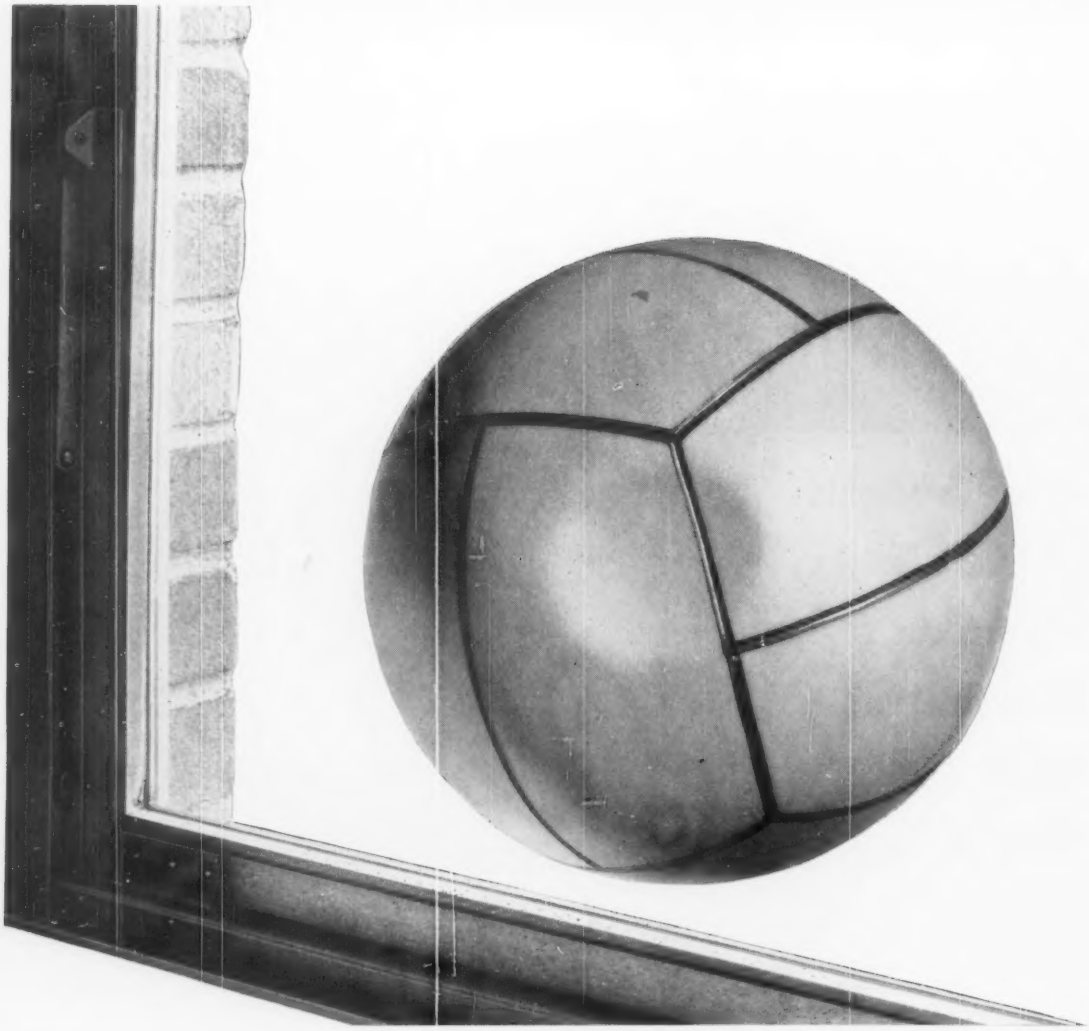

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TUF•FLEX GLASS

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(*Continued From Page* 102)

cola, Miss. Mr. Bogue succeeds **C. Q. Coffman,** who will become assistant superintendent for Hinds County, Jackson, Miss.

Latney N. Field, superintendent at East Lynn, Ill., to an administrative position at the Graham-Eckes School, Palm Beach, Fla.

Cliff Evans, superintendent at Zearing, Iowa, to superintendent at Gladbrook, Iowa, succeeding **Clifford W. McKee.**

Leslie M. Krob, mathematics teacher at Burlington, Okla., to superintendent at Gage, Okla., succeeding **Ernest Hunter,** who will become superintendent at Burlington.

Beauford W. Robinson, superintendent at Eldon, Mo., to superintendent at Rolla, Mo.

Thomas L. Monninger, superintendent at Moline, Kan., to superintendent at Eureka, Kan., succeeding **Carl S. Knox,** who will become superintendent at Olathe, Kan.

Dale C. Mulford, superintendent at Geneva, Iowa, to superintendent of the Sheffield Community School District, Sheffield, Iowa.

Gilbert H. Parke, assistant supervising principal and director of instruction at Castle Shannon, Pa., to director of instruction at Titusville, Pa.

E. E. Barnard, superintendent at Horton, Kan., to superintendent of the Clearwater Consolidated Schools, Clearwater, Kan.

Richard M. Packard, high school principal at Holton, Mich., to superintendent at Burr Oak, Mich.

Alvin J. Bredall, superintendent at New Hampton, Iowa, to superintendent at Vinton, Iowa, succeeding **Harry J. Eastman,** who will become superintendent at Charles City, Iowa.

Thomas A. Gallagher, elementary school principal, Downey, Calif., to director of curriculum and instructional materials there.

Clifford A. Harmala, superintendent at Fairfield, Mont., to superintendent at Wolf Point, Mont.

Joanna Kasl, teacher at Swanton, Neb., to superintendent for Saline County, Wilber, Neb.

Lawrence Casto, high school principal at Robinson, Kan., to superintendent at Horton, Kan.

Carl E. Kleimola, principal at Hector, Minn., to superintendent at Wakefield, Mich.

Harold Porter, superintendent at Dorchester, Neb., to superintendent at

(*Continued on Page* 108)

(*Continued From Page* 105)

Franklin, Neb., succeeding **Ken Willits.**

Robert G. Thompson, athletic coach at Big Stone City, S.D., to superintendent at White, S.D.

Herbert F. Coblev, associate superintendent at Bloomsburg, Pa., to superintendent at Nazareth, Pa.

Martin Aarthun, superintendent at Grenora, N.D., to superintendent at Washburn, N.D.

Vern Miller, superintendent at Conrad, Iowa, to superintendent at McGregor, Iowa. **H. P. Graeber,** superintendent at Melbourne, Iowa, will succeed Mr. Miller at Conrad.

Harry E. Edwards, teacher at Ludington, Mich., to superintendent at Custer, Mich.

William T. Bird, doctoral candidate at the University of North Carolina, to superintendent at Tryon, N.C.

Homer Hendricks, superintendent at Bangor, Mich., to superintendent at Alma, Mich.

Otis Pigott, teacher and principal at Itta Bena, Miss., to superintendent there, succeeding **C. H. Murphy,** who has retired.

Harold C. Wenberg, superintendent at Carlisle, Iowa, to superintendent of the Hedrick Consolidated School, Hedrick, Iowa, succeeding **Ralph Eckley,** who has resigned.

Harold L. Peak, principal at Moline, Kan., to superintendent at Dexter, Kan.

Orwin L. White, superintendent at Randolph, Neb., to superintendent at Crawford, Neb.

William Cass, superintendent at Dolliver, Iowa, to superintendent at Stratford, Iowa, succeeding **J. J. Jorgenson.**

Edwin Obenauer, superintendent at Hosmer, S. D., to superintendent at Herreid, S.D., succeeding **Warren Ham.**

Harold Konrad, high school teacher at Sandoval, Ill., to superintendent there, succeeding **C. F. Reid.**

Russell R. Pontius, superintendent at Griswold, Iowa, to superintendent of the recently organized Ar-We-Va community school system, Westside, Iowa.

Sheridan Ellsworth, superintendent for Walworth County, Elkhorn, Wis., to principal at West Allis, Wis.

Stanley C. Campbell, high school principal at Stoughton, Wis., to superintendent there, succeeding **Albert P. Moldenhauer,** who will become superintendent at Stevens Point, Wis. Mr. Moldenhauer will succeed **Paul M. Vincent,** who is retiring.

Clyde M. Mason, high school principal and assistant superintendent at Tomball, Tex., to superintendent there, succeeding **Clyde C. Bounds,** who has resigned.

Joe Harrison, high school principal at Desloge, Mo., to superintendent at Bismarck, Mo.

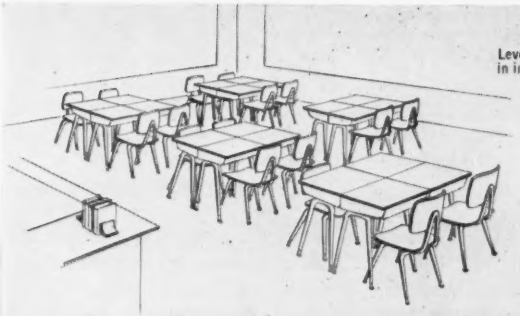
L. K. Lovenstein, administrative assistant for Kanawha County, Charleston, W.Va., to county superintendent there, succeeding **Virgil L. Flinn,** superintendent for 19 years, who will become assistant superintendent in charge of research for the county.

J. D. Boone, superintendent at Alto, Tex., to superintendent at Yorktown, Tex., succeeding **A. E. Teltschik.**

Joseph Rindone, high school principal at Chula Vista, Calif., to superintendent of the Sweetwater High School District there, succeeding **J. M. McDonald,** superintendent since 1932, who is retiring.

William E. Lovelace, high school principal at Griswold, Iowa, to superintendent there.

Ernest Hofmann, junior high school principal at Roundup, Mont., to superintendent at Musselshell, Mont.



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Here is furniture that paces classroom architecture of the future . . . furniture so beautifully trim and simple of line . . . so efficient in styling . . . so sturdily built and durably finished . . . so correctly designed for posture-perfect comfort . . . that it will be new for many years to come. Modest in cost—virtually free of upkeep, Kuehne's school furniture, backed by 35 years of know-how, promises the utmost in wear and value.

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Nesting simplifies storage. Legs, 1¼" tapered tubular steel with ferrule-type self-leveling glides. Seat and back, of 5-ply hardwood impregnated with water-resistant resin. Eight heights. Wood parts, 3 colors and natural. Metal parts, 3 colors plus satin chrome.

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18" x 24" General Electric Textolite level desk top; heavy piano hinge. Top lifts easily, closes slowly, quietly. Book box slopes from 4" to 5". Large pencil tray. 1½" tubular tapered legs have ferrule-type self-leveling glides. Nine heights. Metal parts in three colors plus satin chrome.

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P. A. Piddington, supervising principal, Ellsworth, Wis., to superintendent at Whitewater, Wis., succeeding **John Bjorge.**

Marvin Rosen, assistant to the superintendent at Osmond, Neb., to superintendent at Melbeta, Neb., succeeding **Harold Curtis.**

B. A. Pierson, principal at Lott, Tex., to superintendent of the Lott Independent School District, succeeding **James P. Evans,** who will become superintendent at Tarkington, Tex.

H. S. Fitzgerald, superintendent at McCamey, Tex., to superintendent of the East Chambers Consolidated District, Winnie, Tex.

Hoyt Watson, teacher at Royce City, Tex., to superintendent at Foreman, Ark.

William M. Stone, superintendent at Wheatland, Mo., to superintendent at Elmo, Mo.

Wilbur S. Hoopengardner, director of public instruction for Washington County, Hagerstown, Md., to superintendent for Caroline County, Denton, Md., succeeding **W. Stewart Fitzgerald. William L. Donaldson,** high school supervisor for Washington County, will succeed Mr. Hoopengardner as director of public instruction.

James White, teacher at Coldwater, Kan., to superintendent at Coats, Kan.

Lawrence W. Winter, superintendent at Emerson, Iowa, to superintendent at Ocheyedan, Iowa.

Harold Luttman, superintendent at Cook, Neb., to superintendent at Springfield, Neb.

James R. Lyles Jr., assistant superintendent at Charlotte, N.C., to chairman of the education department, Willamette University, Salem, Ore.

Joseph C. Kunces, acting superintendent at Middleboro, Mass., to superintendent there, succeeding the late **J. Stearns Cushing.**

E. G. Osborn, high school principal at Taylor, Tex., to superintendent at Granger, Tex.

Charles Dillon, junior high school principal at Boulder, Colo., to superintendent at Victor, Mont.

H. M. Ball, high school principal at Sasakwa, Okla., to superintendent at Paoli, Okla.

Frank H. Brown, high school principal at Canal Winchester, Ohio, to superintendent there, succeeding **George C. Schultz.**

Earl W. Branfield, superintendent at Lyons, Ohio, to superintendent at Gibsonburg, Ohio, succeeding **Mrs. A. N. Welter,** acting superintendent.

Russell J. Pedersen, superintendent at Coleridge, Neb., to superintendent at Gordon, Neb., succeeding **J. G. Burgeson,** who will become superintendent at Lexington, Neb.

J. Howard Quick, principal at Melrose Park, Ill., to superintendent of the newly established Community Unit District 100 of Upper Rock Island County, Port Byron, Ill.

Donald B. Nelson, superintendent at Morristown, Minn., to superintendent at Lewiston, Minn.

George Burman, high school principal at Whiting, Ind., to superintendent there, succeeding **Emmett L. Riordan,** who will retire August 31.

RESIGNED . . .

H. A. Steele, superintendent at New Concord, Ohio.

Marion Piggott, superintendent at Fowler, Mich., for the last 17 years.

Elmer E. Baskett, superintendent at Volga, Iowa.

George R. Pell, superintendent at Brazil, Ind.

Anthony Cacek, superintendent at Fairfax, S.D.

(*Continued on Page* 114)

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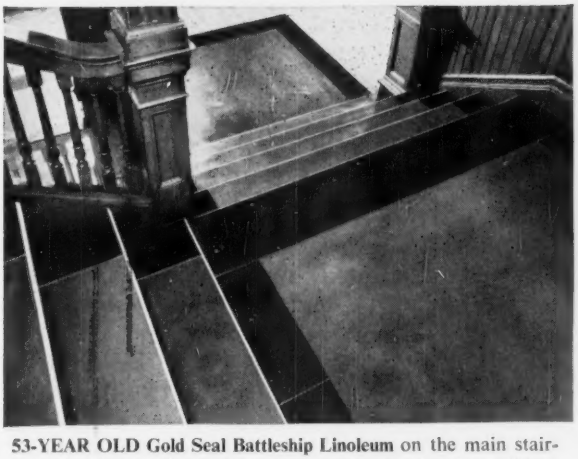
"SCHOOLROOM PROGRESS USA"†

dramatic showcase-on-rails of the most modern school facilities, selected Gold Seal Floors exclusively! This famous traveling exhibit contrasts schools of yesteryear with the very latest in school design and equipment. Displayed in the "new" railroad car are five American Institute of Architects award-winning classrooms—each with the Gold Seal floor ideally suited to room function and decor. "Schoolroom Progress USA" will visit 40 cities annually during the next 3-5 years. See it when it comes to *your* city!

†*Sponsored by The Henry Ford Museum and Greenfield Village and Encyclopedia Americana.*

Gold Seal ⅛" Inlaid Linoleum with contrasting alphabet insets.

...WITH OLD-FASHIONED RUGGEDNESS!



53-YEAR OLD Gold Seal Battleship Linoleum on the main staircase of O'Kane Hall, Administration and Faculty Housing Building.

Over half a century and still in service!
That's the amazing record of this Gold Seal Inlaid Linoleum installed at The College of The Holy Cross, Worcester, Mass. Father Sullivan, Director of Purchases, writes: "Gold Seal Battleship Linoleum was originally installed in O'Kane Hall in 1903. In 1938 it was taken up and re-installed with black borders on stair treads of the main staircase. It's still there—and in good condition!"

New Exclusive Gold Seal ⅛" Sequin* Inlaid Linoleum—Now you can have all the durability of heavy-duty linoleum in new decorator-selected design and colors. Rugged abrasion tests have proved that the new design and colors will *stay* sharp and clear through long years of wear. Its all-over pattern hides scuff marks. The smooth surface seals out dirt, resists stains, is easy to maintain. Highly resilient—it's quiet and comfortable underfoot. See new ⅛" "Sequin" at your Gold Seal Dealer.

SPECIFICATIONS for Gold Seal ⅛" Inlaid Linoleum: 6-ft. wide yard goods. ⅛" gauge, burlap backed. Install over suspended wood or concrete. 7 colors.

**Trademark*

FOR HOME OR BUSINESS:

INLAID BY THE YARD—Linoleum • Nairon* Standard • Nairontop*
RESILIENT TILES—Rubber • Cork • Nairon Custom • Nairon Standard
Vinylbest • Linoleum • Ranchtile® Linoleum • Asphalt
PRINTED FLOOR AND WALL COVERINGS—
Congoleum® and Congowall®
RUGS AND BROADLOOM—LoomWeve*

FOR THE LOOK THAT'S YEARS AHEAD
Gold Seal®
FLOORS AND WALLS

Fenestra saves you up to $100 per door with this

NEW CUSTOM DESIGNED

Here's a door designed especially for school classrooms. It looks expensive, but it isn't. It's a stock door by Fenestra—with an installed cost about $100 less per opening than you'd expect to pay.

What's special about this door? First, the hardware. The new anodized aluminum pull-push plate makes it easy to open for even the smallest child. It's locked from the outside with a key. A special thumb turn on the inside will open the door if a child should be locked in by mistake. An automatic door closer and inside kick plate are also included. Now, look at the glazing. Two panes of patterned glass with one pane of clear glass gives classroom privacy with a view window at eye level.

Architect Glen Drew, Poplar Bluff, Missouri, uses Fenestra Hollow Metal Door-Frame-Hardware Units for custom quality at stock door costs. O'Neal School, Poplar Bluff, Missouri, has 42 Fenestra Flush Doors. *Contractor:* George A. Gassman Construction Co., Poplar Bluff, Missouri.

SCHOOLROOM DOOR

The door itself is a Fenestra Hollow Metal Flush Door that can't warp, swell, stick or splinter. It always swings open smoothly and closes quietly. Thousands of these doors are in use in schools all over the country.

This classroom door costs you less to buy and install because Fenestra mass produces them on special jigs that save expensive labor. Then the doors, complete with frames and hardware, are delivered to your school ready to install. You don't have to cut, fit, mortise, drill or tap a Fenestra Door. It's factory machined for all hardware, either template or surface mounted. *One man with a screw driver can install it in minutes!*

Before you choose the doors for your next school, call your local Fenestra Representative—listed in the Yellow Pages—for complete information on this New Fenestra Classroom Door, or mail the coupon below.

Fenestra® INCORPORATED

HOLLOW METAL DOOR-FRAME-HARDWARE UNITS

Your Single Source of Supply for
DOORS • WINDOWS • BUILDING PANELS

Fenestra Incorporated
NS-3405 Griffin Street
Detroit 11, Michigan

NAME_____

SCHOOL _____

ADDRESS_____

CITY_____ STATE_____

(*Continued From Page* 110)

R. F. Prokop, superintendent at Witten, S.D., for the last 10 years.

William Mullins, superintendent at Whitewater, Kan.

Gerald C. Bryan, superintendent at Corydon, Iowa.

R. L. Martin, superintendent at Stickney, S.D.

R. F. Vanderstoep, superintendent at Kellogg, Iowa.

G. M. Chestnut, superintendent at Oregon, Ill.

Charles Underwood, superintendent at Modale, Iowa.

H. A. Mahler, superintendent at Waterville, Minn., for the last 15 years.

Harold C. Everett, superintendent at Tuscarawas and Warwick, Ohio, after 29 years of service.

Marshall Fulbright, superintendent at Arbyrd, Mo.

Grover D. Holbrook, superintendent at Pflugerville, Tex.

J. R. White, superintendent at Leipsic, Ohio.

Arthur Simpson, superintendent at Juneau, Wis.

Hugh A. Kelly, supervising principal at Girard, Pa.

RETIRED . . .

S. M. Shows, superintendent of DeSoto Parish Schools, Mansfield, La., after 30 years there.

Emmett L. Riordan, superintendent at Whiting, Ind.

Charles H. Tye, superintendent at Orange City, Iowa.

G. B. Kappelman, superintendent for Cloud County, Concordia, Kan.

Thomas F. Power, superintendent at Worcester, Mass., for the last 13 years.

J. F. Brittain, superintendent for Roane County, Kingston, Tenn.

Harry H. Brown, superintendent at Peabody, Kan., from 1927 to 1950 and currently high school teacher there.

Benjamin B. Greenberg, assistant superintendent, New York. Dr. Greenberg joined the city system in 1906, as a teacher of maladjusted boys. He has specialized in work with delinquent, gifted and non-English speaking children. Working with Teachers College, Columbia University, he developed programs for gifted and slow children which have been given wide recognition. He also initiated special educational programs for non-English speaking Puerto Rican children which are currently used in New York schools.

DIED . . .

J. D. Wallace, superintendent at Van Vleck, Tex.

Charles Edward Flynn, superintendent for Pocahontas County, Kingwood, W.Va., from 1927 to 1939.

Leroy R. Nelson, superintendent at Breckenridge, Mo.

Arthur A. Hoech, superintendent of Ritenour schools, Overland, Mo.

Frank Davis, 78, former superintendent for Morgan County, McConnelsville, Ohio.

Harry D. Neimeyer, superintendent at Middletown, Ind.

John C. Evans, former superintendent at Chandlersville, Adamsville and Nashport, Ohio.

Hazel Davis, assistant professor of elementary education, University of Nebraska, Lincoln.

Ward C. Bowen, chief of the bureau of audio and visual aids and director of visual education for the New York State Education Department, Albany, at the age of 64. Dr. Bowen served as advisory consultant for Columbia Broadcasting System's educational TV series, Camera Three.

Charles S. Stewart, assistant supervisor of public instruction for Illinois from 1943 to 1951, at the age of 82.

THE BOOKSHELF

ADMINISTRATION

Change and Process in Education. By Malcolm S. MacLean, professor of education, and Edwin A. Lee, dean, school of education, University of California at Los Angeles. Dryden Press, 31 W. 54th St., New York. Pp. 520. $5.50.

Combating the Dropout Problem. By Charles M. Allen, principal of University High School, college of education, University of Illinois. Science Research Associates, 57 W. Grand Ave., Chicago. Pp. 48. $1.

Education Directory, 1955-56. Part I. Federal Government and States. Prepared by Robert F. Will, research assistant in state school administration. U.S. Office of Education, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 56. 25 cents.

A Brief Summary of the 1956 Teacher Supply and Demand Report. Report of the ninth annual national teacher supply and demand study. Prepared by the N.E.A. research division for the National Commission on Teacher Education and Professional Standards. N.E.A. 1201 16th St. N.W., Washington, D.C. Pp. 20.

Off to a Good Start: Teacher Orientation. American Association of School Administrators, 1201 16th St. N.W., Washington, D.C. Pp. 24. 50 cents.

Professional Series Bulletins, Bureau of Research and Service, College of Education, Michigan State University: **What Is Involved in Conducting a School Plant Survey.** No. 9. Pp. 20. **Reporting the Results From Your Educational Studies.** No. 10 Pp. 9. By Donald J. Leu and John L. Forbes, department of administrative and educational services, Michigan State University, East Lansing.

America's Stake in a Literate Society. Highlights of the Third National Conference of Magazine Editors and Educators. N.E.A., 1021 16th St., Washington, D.C. Pp. 79.

How to Work With Parents. By Maria Piers, assistant clinical professor of social work, Chicago Medical School. Science Research Associates, 57 W. Grand Ave., Chicago. Pp. 44. $1.

COMING EVENTS

JULY

1-7. National Education Association, 94th annual meeting, Portland, Ore.

2-5. National School Public Relations Association, N.E.A., 21st annual meeting, Portland, Ore.

9-14. National School Public Relations Association, public relations seminar, San Francisco.

20-25. National Audio-Visual Convention, Chicago.

AUGUST

26-31. National Conference of Professors of Educational Administration, 10th annual meeting, University of Arkansas.

OCTOBER

2-5. National Council on Schoolhouse Construction, annual meeting, Washington, D.C.

7-11. Association of School Business Officials of the United States and Canada, 42d annual convention, Washington, D.C.

13-16. Twelfth National Conference of County and Rural Area Superintendents, N.E.A., Denver.

14-17. County and Rural Area Superintendents, N.E.A., 11th national conference, Atlanta, Ga.

17-19. Schoolmen's Week, University of Pennsylvania, Philadelphia.

20-26. National Safety Congress, 44th annual session, Chicago.

22-25. American School Food Service Association, 10th annual convention, Chicago.

NOVEMBER

10-12. Adult Education Association, sixth annual conference, Atlantic City, N.J.

11-17. American Education Week.

12-16. American Public Health Association, 84th annual meeting, Atlantic City, N.J.

DECEMBER

5-7. National Conference on Exchange of Persons, sponsored by Institute of International Education, Chicago.

JANUARY

9. National Citizens Commission for the Public Schools, sixth annual dinner, Waldorf-Astoria Hotel, New York.

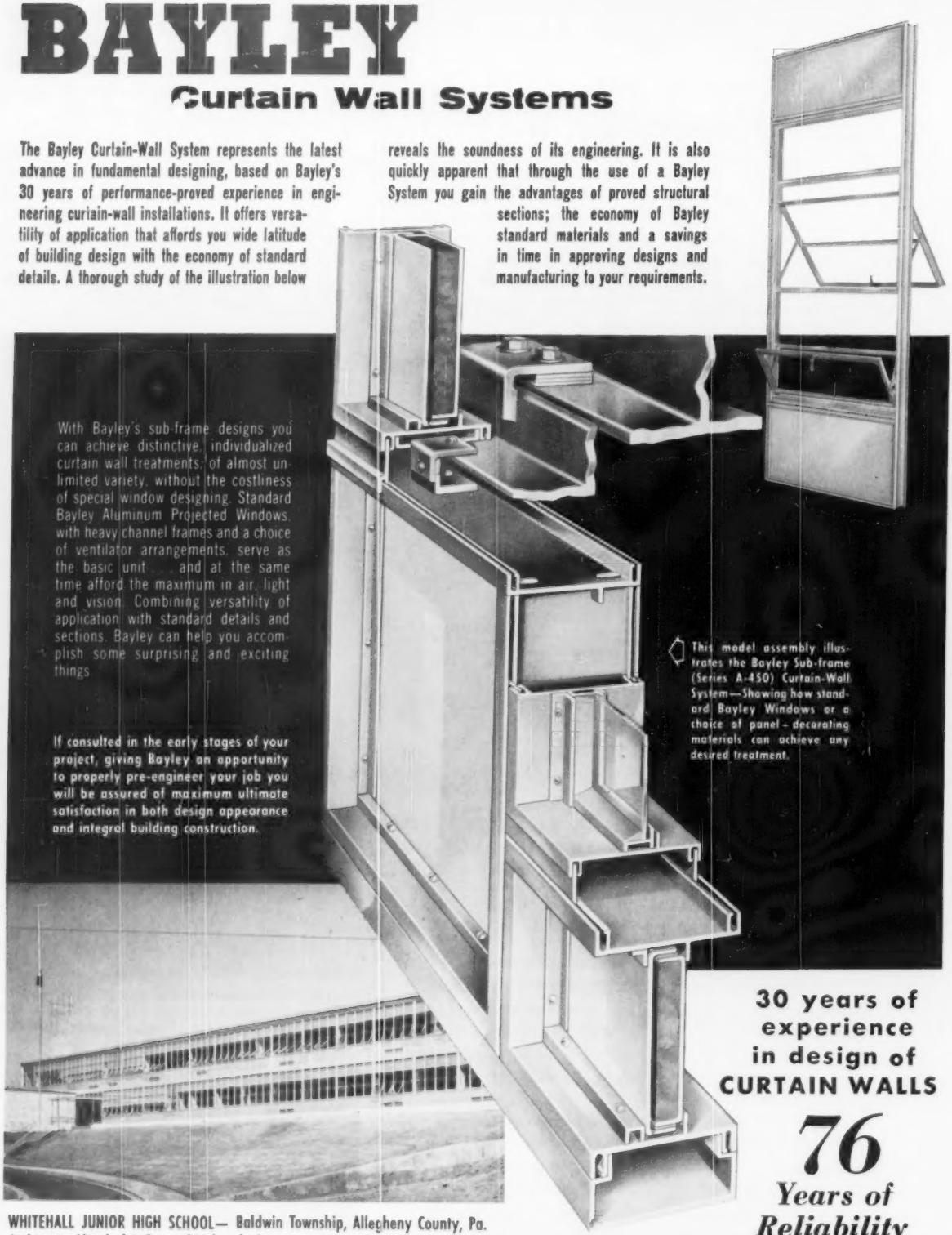
FEBRUARY

16-21. American Association of School Administrators, Atlantic City, N.J.

BAYLEY

Curtain Wall Systems

The Bayley Curtain-Wall System represents the latest advance in fundamental designing, based on Bayley's 30 years of performance-proved experience in engineering curtain-wall installations. It offers versatility of application that affords you wide latitude of building design with the economy of standard details. A thorough study of the illustration below reveals the soundness of its engineering. It is also quickly apparent that through the use of a Bayley System you gain the advantages of proved structural sections; the economy of Bayley standard materials and a savings in time in approving designs and manufacturing to your requirements.



With Bayley's sub-frame designs you can achieve distinctive, individualized curtain wall treatments, of almost unlimited variety, without the costliness of special window designing. Standard Bayley Aluminum Projected Windows, with heavy channel frames and a choice of ventilator arrangements, serve as the basic unit . . . and at the same time afford the maximum in air, light and vision. Combining versatility of application with standard details and sections, Bayley can help you accomplish some surprising and exciting things.

If consulted in the early stages of your project, giving Bayley an opportunity to properly pre-engineer your job you will be assured of maximum ultimate satisfaction in both design appearance and integral building construction.

This model assembly illustrates the Bayley Sub-frame (Series A-450) Curtain-Wall System—Showing how standard Bayley Windows or a choice of panel-decorating materials can achieve any desired treatment.

WHITEHALL JUNIOR HIGH SCHOOL— Baldwin Township, Allegheny County, Pa.
Architect—Altenhof & Bown, Pittsburgh, Pa.
Builder—Brownsville Construction Co., Brownsville, Pa.

See Bayley's catalogs in Sweet's . . . aluminum windows 17a/Bay; and steel windows 16b/Ba; or ask us for individual reference-file copies. Write for special file on Bayley Curtain Wall Ideas, Designs and Details.

30 years of experience in design of CURTAIN WALLS

76
Years of Reliability

The WILLIAM BAYLEY Co.
Springfield, Ohio *Agents in All Principal Cities*
District Sales Offices:
Springfield • Chicago 2 • New York 17 • Washington 16

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 136. Just cilrcle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Classmate Chair-Desk Has Comfort-Posture Seat

A large, compound-curved, comfortable seat is built into the new No. 542

Chair-Desk in the Classmate line of furniture recently introduced by American Seating Company. The writing surface is large enough for normal classroom use and it is supported by a heavy gauge steel arm which is so designed that it does not interfere with ingress or egress. The self-adjusting back support is held in place by offset back braces to ensure complete comfort with correct posture. The stretcher-free legs are gracefully tapered and have ball-joint glides which automatically align themselves to the floor to compensate for unevenness.

The attractive modern design of the chair-desk is further enhanced by use of color in the finish of the steel frame which is available in Diploma Blue or Classday Coral. A tablet-arm chair in similar design is also available as No. 543. **American Seating Co., Ninth & Broadway, Grand Rapids 2, Mich.**

For more details circle #655 on mailing card.

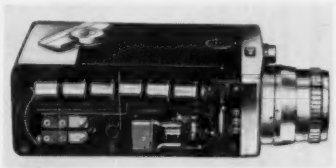
Outdoor Air Louver for Curtain Wall Construction

Simplified installation of heating, ventilating and cooling units in schools where curtain wall construction is employed is possible with a new outdoor air louver designed by Herman Nelson Unit Ventilator Products. The louvers are designed to be adapted to any thickness of panel or "sandwich" wall, or with a wood frame wall, and are available in either aluminum or steel. The louver assembly gives a positive air seal even on thinnest of panel walls. This is achieved through the use of a gasket on the inside of the louver collar which is factory-mounted to the unit ventilator. **American Air Filter Company, Inc., Louisville 8, Ky.**

For more details circle #656 on mailing card.

"Electric Eye" Camera Sets Lens Automatically

A new development in motion picture cameras is introduced with the Model 200-EE Bell and Howell "Electric Eye" camera. Operating on the same principle as the human eye, the lens iris is automatically opened and closed to adjust to varying indoor or outdoor light intensities through a photo-electric cell or electric eye. No experience is needed to ensure properly exposed film with the new camera, making it possible for pupils as well as teachers to take classroom, athletic or other shots. There is even a warning flag which drops into the viewfinder to warn the operator when light is inadequate for proper exposure. The camera may be operated



manually without the electric eye.

The camera has all of the excellent features of the standard Bell and Howell 16 mm motion picture camera in addition to the automatic lens adjustment provided by the electric eye. Six tiny Mercury cells or batteries in the base of the camera energize the electric eye. The life of the batteries is stated as a minimum of one year and replacements are easily made. **Bell & Howell Co., 7100 McCormick Rd., Chicago 45.**

For more details circle #657 on mailing card.

Low Cost Fire Alarm for Manual or Automatic Operation

Continuous alarm on all warning devices is provided by manual or automatic operation with the new Edwards low cost fire alarm system. Designed for installation in small schools or other small buildings, the alarm can be sounded by single operation of manual stations or automatic operation of combination fixed-temperature and rate-of-rise detectors. A continuous ringing of bells or horns, which must be distinctive from all other signals, sounds the alarm.

Manual alarm stations are designed to blend with all modern structures and are suitable for mounting on standard square boxes with a single gang plaster cover. Tests and fire drills can be conducted without breaking glass. Ceiling-mounted automatic alarm stations can be used. They are supplied with 136 and 190 degree F. ratings to meet ambient conditions at the point of installation. The fire alarm system is operated through a supervisory control panel. A trouble bell for warning of accidental shorts or grounds in the circuits is supplied as regular equipment. **Edwards Company, Inc., Norwalk, Conn.**

For more details circle #658 on mailing card.

Ironing Board Cabinet for Homemaking Room

A useful addition to the line of modern steel cabinets for the homemaking department is the new Ironing Board Cabinet developed by Geneva Modern Kitchens. The compact, efficient unit has three asbestos covered shelves at one side for safe storage of irons. The ironing board compartment is 62 inches high, providing space for any folding ironing board to be stored vertically. An upper compartment with two doors and solid steel bottom provide space for general storage of supplies and equipment. The cabinet is 30 inches wide, 24½ inches deep and 84 inches high. It is sturdily

constructed of steel with Bonderized baked-enamel finish. Cabinets are available in six muted colors or white. **Geneva Modern Kitchens, Geneva, Ill.**

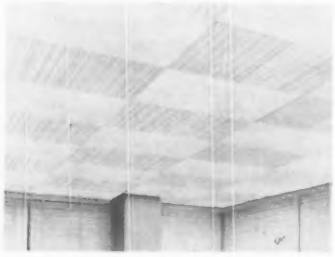
For more details circle #659 on mailing card.

(Continued on page 120)

What's New ...

Mineral Fiber Tile Is Incombustible

Crestone is a new mineral fiber acoustical tile with a new acoustical design.



Striated to create a textured surface, the ridges and valleys of the material form strong directional lines of high light and shadow for ceiling interest. The striated surface pattern offers a variety of design possibilities. Rated as incombustible under Federal Specifications, according to the manufacturer, Crestone can be used where construction must conform to rigid building codes.

Surface-finished with two coats of white latex paint, Crestone has a light reflection coefficient of 70 per cent. Light is evenly diffused by the striations of the material, minimizing the possibility of glare. Crestone is easily installed, can be repainted without affecting the sound-absorbing qualities, and can be cleaned with a vacuum or wallpaper cleaner. It is available in 12 by 12 and 12 by 24 inch sizes. **Armstrong Cork Co., Lancaster, Pa.**

For more details circle #660 on mailing card.

Reading Pacer Employs All Types of Materials

All types of reading materials can be used with the new Shadowscope Reading Pacer. It is a self-contained, portable unit, developed for remedial reading and designed for flexible use. It stimulates the normal reading situation. Varied reading speeds can be selected as required and transfer of reading gains to normal reading patterns is effected through rheostat reduction in intensity of the descending light beam. **Lafayette Instrument Co., Lafayette, Ind.**

For more details circle #661 on mailing card.

Hot Food Vendor Offers Three Selections

Three varieties of hot foods can be vended with the new Vendo Hot Foods Vendor recently introduced. It has a capacity of 210 half pint or one-third quart plastic lined cartons or 70 cartons for each section of the vendor. Product temperature is thermostatically controlled so that food is temptingly hot when served. Changers for single selling price or variable price units without changers can be provided.

The machine has a two-tone baked enamel finish with chrome and stainless steel trim. It is of all-steel construction with aluminum and stainless steel vending mechanism and three inch Fiberglas insulation. The Hot Foods Vendor is 18 inches deep, 32½ inches wide and 77¾ inches high. It operates by plugging into any 110 volt outlet. Schools and colleges should find the vendor helpful in cafeterias and lunchrooms as a time-saver, as well as for teachers' rooms or special meetings. **The Vendo Co., 7400 E. 12th St., Kansas City 26, Mo.**

For more details circle #662 on mailing card.

(Continued on page 122)

Before you place your order...

compare Brunswick feature by feature

Take another look at Brunswick. Compare it feature by feature with other furniture you may be considering. Compare it for color, comfort, construction . . . for stacking, nesting and flexibility.

Think once more how well it suits today's classrooms and how easily it adapts to the plans you have in mind. Think of Brunswick furniture in terms of the next ten . . . or even twenty . . . years.

If there is anything more you would like to know about Brunswick before you place your order for school furniture, write: The Brunswick-Balke-Collender Company, 623 South Wabash Avenue, Chicago 5, Illinois.

JUST ONE LINE CONTINUES TO SET THE PACE . . . IT'S **Brunswick**

What's New . . .

Study Top Desk of Tubular Steel

The new Model 770 Study Top Desk has a large 18 by 33 inch desk top of hardwood plywood. It is also available

with plastic top if desired. Ample book storage space is provided by the two steel compartments, each 11 inches wide, at the side of the desk. Rigid support without interfering with leg room is provided by the heavy-gauge tubular steel cross supports of the desk frame.

The new desk is offered in eleven sizes from 20 to 30 inches in height. Metal finishes are available in coral, sage green, dove gray, beige or ocean blue. The desk design matches that of the Model 740 Griggs tubular steel chair. **Griggs Equipment Co., Belton, Texas.**

For more details circle #663 on mailing card.

Portion Control Pack for Soft Drink Crystals

New portion control foil packages are now available for Lem-O-Rich soft drink crystals. The 2¾ ounce package dissolved into two gallons of water with sugar is designed to make a refreshing lemon drink. A lemon juice strength liquid for cooking and baking is made by dissolving the contents of one portion control package in a quart of water. Each package has the flavoring capacity of 35 fresh lemons, according to the manufacturer. **Edward Don & Co., 2201 S. La Salle St., Chicago 16.**

For more details circle #664 on mailing card.

Swimming Pool Filter Takes Minimum Space

The Centri-Mite Diatomacious Earth Filter No. 2304 is a compact new filter for swimming pools which occupies only two square feet of floor space at its base. It is 4½ feet high and has ten square feet of filtering area which is said to be enough capacity for a 20 by 40 foot pool. The filter element is readily accessible for easy cleaning. Increased capacity in the filter elements is available for larger pools, still maintaining minimum space for installation. **Swimquip, Inc., 3301 Gilman Rd., El Monte, Calif.**

For more details circle #665 on mailing card.

(Continued on page 124)

Utility Truck Carries Maintenance Equipment

All equipment and supplies needed for maintenance can be carried on the new utility service truck added to the

Paul O. Young line. Two steel platforms with rounded corners and soft rubber bumpers to protect walls and furniture will carry pails, garbage or refuse cans and other equipment. Three 18 by 22 inch shelves of smooth steel carry supplies. The top is recessed to form a two inch deep tray for carrying brushes, dust cloths, cleansers, waxes, and other supplies within easy reach.

A six-bushel capacity canvas bag can be attached to one end of the truck for handling trash and waste paper. Bags, with strong draw cords, are available in several sizes in white or khaki fire-retardant canvas. A large bracket on the rear of the truck will securely hold four long-handled brooms or mops and a side bracket holds a sweeper or vacuum cleaner in place on the steel platform. Tubular steel is used for the push handle which is so placed that tall tools will always be on one side of the truck operator, providing clear vision. The truck is mounted on two 10 inch ball bearing rubber tired wheels located under the load center with two four inch ball bearing rubber tired swivel casters under the end platform for easy maneuverability. The truck is constructed of welded stainless steel, finished in dark green lacquer, and is 52 inches long, 21 inches wide and 42 inches high. **The Paul O. Young Co., Line Lexington, Pa.**

For more details circle #666 on mailing card.

Non-Permanent Adhesive for Mounting Classroom Material

Delkote Tak is a new adhesive which can be used to mount various types of material on walls and other surfaces without damage. It is packed in a handy applicator tube and applied to signs, notices, student papers, holiday decorations, posters and other material for hanging on walls, woodwork, paint, tile or glass. The material adheres without marking or damaging the surface and is readily removed by rubbing with the finger. **Delkote, Inc., P.O. Box 1335, Wilmington 99, Del.**

For more details circle #667 on mailing card.

Fruit Dessert Mix in Low-Moisture Pack

Sun-ripened fruits are processed by the Vacu-Dry system and packed for institutional use. The new Fruit Dessert Mix contains peaches, apricots, apples, pears and enough Maraschino cherry halves to include one in each portion in the school cafeteria.

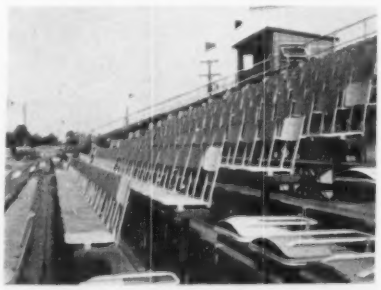
The new mix is offered in low-moisture form and is quickly re-constituted for use, with full flavor. The low-moisture preparation preserves flavor, nutrition and color while reducing shipping costs because of reduced weight, therefore making the product less expensive at point of use. The mix is suitable for use in fruit gelatin desserts or salads, a fruit compote, for cake and ice cream toppings and in many other forms. **Vacu-Dry Company, 950 56th St., Oakland 8, California.**

For more details circle #668 on mailing card.

Portable Stadium Seats Fold for Storage

Folding portable seats for installation in gymnasiums and stadiums are offered in the Scott Port-A-Fold Seats. Two new models have been developed for low-cost school and college use. The new HO-35 Holiday Special has a contoured seat with weatherproof Boltaflex vinyl plastic covering the upholstery. Maximum comfort is provided by the design of the seat and the contoured backrest of pressed wood. Side and front corners are rounded, the backrest is wider than on former models, and the 10½ by 14½ inch size makes the seat ideal for installing on bleachers without reducing seating capacity or leg room.

A new center pivot hook stays locked in position by spring action so that the



user may sit at an angle without danger of the hook coming unlocked. Two recessed screw holes on each side make it possible to install the seat permanently if desired. Metal parts are finished in baked-on enamel and the seats may be finished in school colors. The HO-36, the other new model, has the same features and construction as the HO-35, except that the seat is not upholstered. **Scott Port-A-Fold, Inc., 718 Middle St., Archbold, Ohio.**

For more details circle #669 on mailing card.

(Continued on page 126)

What's New ...

Teacher's Cabinet Combines Wardrobe and Storage

Classroom materials and supplies as well as personal belongings and coats can be stored in the compact and attractive Teacher's Storage Cabinet introduced by Brunswick. A variety of shelf arrangements to meet any classroom need is possible in the five adjustable shelves provided as standard equipment. In addition there are two file drawers for storage of classroom records. The wardrobe portion of the cabinet has a hat shelf and space for coats and rubbers. Magnetic catches are provided on the doors which may be locked if desired.

The cabinet is 23 inches deep and 47½ inches wide. It can be mounted on either a full length or island type base giving an overall cabinet height of 69¾ or 71¾ inches. The bases are equipped with adjustable screws to level on uneven floors. The cabinets are provided in sage gray with a choice of blue, yellow or coral for the color of the doors and inside back panel for attractive, cheerful appearance with doors open or closed. **The Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.**

For more details circle #670 on mailing card.

Tubular Frame Tray Truck in Large or Small Size

Modeled after the J & J angle iron tray truck, the new tubular frame tray truck introduced by Jarvis and Jarvis is available in stainless steel or standard painted finish. It is an addition to the company's line of food service trucks and is furnished in large or small size with

either four or five shelves. Handle bumpers and continuous rubber bumpers can be supplied if requested.

The new trucks are available with two eight inch J & J swivel and two eight inch stationary casters, or four swivel casters with one caster at each end equipped with the J & J Magic Swivel Lock. All shelves and uprights are welded and ground for smooth finish. The small size units are listed as Models 1654 and 1655 and the large size units as 2654 and 2655. **Jarvis & Jarvis, Inc., Palmer, Mass.**

For more details circle #671 on mailing card.

Visual-Survey Short Tests Given in One Minute

An average of about one minute is all that is required for the new Keystone Visual-Survey Short Tests. Thus a large number of pupils can be tested in a relatively short time. The eleven tests on three cards serve as a survey of the students. The tests may be terminated on the first failure and the student put through the complete series of tests but with students passing the Short Test, no further time need be given, thus speeding the handling of large classroom groups. **Keystone View Co., Meadville, Pa.**

For more details circle #672 on mailing card.

(Continued on page 128)

What's New ...

Tubular Steel and Fiberesin in Classroom Seating

Another addition to the new line of classroom furniture designed for Peabody

by the industrial designers, John Hauser Associates, is the No. 71 table and No. 900 chair illustrated. Modern in concept and planned for comfort and utility as well as clean, attractive appearance, the units are constructed for rugged use and easy cleaning. Plenty of knee and foot room are allowed in the new design of the desk base which is constructed of tubular steel with self-leveling glides. The lifting lid is noiseless in operation and the bookbox has a full flat-bottomed surface for storage.

The No. 900 posture chair has formed Fiberesin seat and back for comfort with correct posture. The materials are resistant to use and abuse. The case-hardened steel glides keep the chair squarely on the floor, compensating for unevenness. **The Peabody Seating Co., Inc., North Manchester, Ind.**

For more details circle #673 on mailing card.

Stairmaster Safety Treads Have Red Lines

Double red lines at the safety tread edge of Stairmaster safety stair treads are designed as a visual safety device. This new development outlines the limits of the step, minimizing the possibility of stair accidents, especially for those with impaired vision or other handicaps. The new visibility line for safety is furnished without extra cost on extruded aluminum Stairmaster safety treads. It comes in a standard line-inch width with anti-slip abrasive grit filler locked in V-shaped grooves. The safety treads are furnished with beveled ends in lengths as required and they are easily applied over any type of stair. **Wooster Products Inc., Wooster, Ohio.**

For more details circle #674 on mailing card.

Patriotic Plaque for Classroom and Corridor

A low-relief bust of George Washington is the first in a new series of unbreakable patriotic plaques for installation in classrooms, corridors, auditoriums and other school areas. Molded of rubber with a reenforced back for easy hanging, the plaques give the appearance of bronze. The light weight of the plaques makes them easy to hang, they do not break, are resistive to destructive attacks and are available at a moderate price.

The plaque pictured is 20 inches wide and 30 inches high with sculptured relief head in bronze finish. Plaques can be easily refinished after years of use if desired. They are also available at a lower cost in ornamental plaster. Other

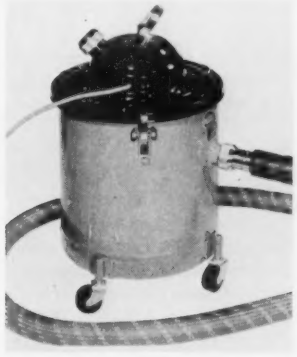
plaques soon to be added to the line will include historical and literary figures. **Winnetka School Sales, P. O. Box 125, Winnetka, Ill.**

For more details circle #675 on mailing card.

What's New ...

Lightweight Cleaner for Dry Pick-Up

The new D-110 vacuum cleaner is an inexpensive, lightweight unit for dry pick-up. It is readily portable and



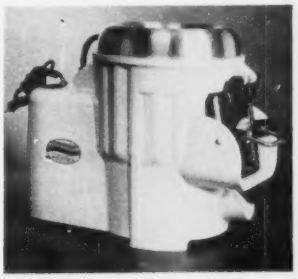
equipped with a 30 foot, 18 gauge, 3 conductor cord of non-marking rubber with molded rubber plug. A strain reliever cushions the cord against sudden pulls and strains. The vacuum cleaner weighs only 29 pounds and is easily rolled in any direction desired on four swivel-type casters.

Powered by a universal type ½ h.p. motor, suction is created by a two-stage turbine which develops a 66 inch water lift at the end of a 1½ inch hose, eight feet long, with closed orifice. The all-welded steel tank has ½ bushel capacity. A perfect seal between tank and cover is ensured through the use of easy on-off latches. **Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn.**

For more details circle #676 on mailing card.

Redesigned Potato Peeler Has One-Piece Body

Airplane permanent molding of aluminum is used in the new model of the Peelmaster Potato Peeler. The rigid one-piece body is light in weight with smooth exterior finished in a high luster. Both interior and exterior have smooth finish



for easy cleaning. All door parts are of aluminum or stainless steel and the new tumbling action makes peeling smoother and quicker. The new machine will peel 20 pounds of potatoes per minute. **Service Appliance Co., Inc., P. O. Box 46, Norwalk, Conn.**

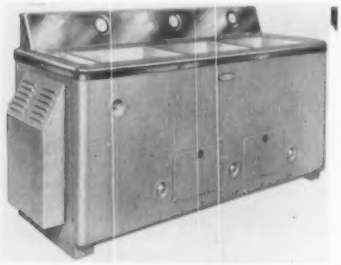
For more details circle #677 on mailing card.

(Continued on page 130)

What's New ...

Kewanee Dishwasher Provides Extra Rinsing

Three full-sized tubs are provided in the new Kewanee Dishwasher, one for



wash and two for rinsing. The double-rinsing possible with the two rinse tubs provides an extra sanitary precaution in dish handling in institutions. A shallow gross soil compartment for removal of waste food from dishes prior to washing is also provided.

Tubs and compartment in the new dishwashers are of stainless steel with corners rounded for easy cleaning. The dishwasher has a recessed thermometer bulb and hidden thermostat to prevent any projection into the tubs, with overflow and stopper for each tub. Wash water can be regulated from 120 to 160 degrees with rinse water heated to 180 degrees for positive sanitation. Left-to-right and right-to-left operational types are available in the new three-tub as in all Kewanee dishwashers. **Kewanee Industrial Washer Corp., Kewanee, Ill.**

For more details circle #678 on mailing card.

Adjustable Bucket Carrier on Swivel Casters

The new Poly-Dolly adjustable bucket carrier moves easily on six easy-rolling, two-inch rubber tired ball bearing swivel casters. Greater maneuverability with improved stability and rigidity are claimed for the new six-wheel design. The unit is completely adjustable to carry any round or oval bucket from 16 to 44 quart capacity and has a completely adjustable rubber grip handle which remains rigid in any position for easy pushing or pulling of the unit. The bucket carrier is of all steel, die-formed construction with baked-on gray enamel finish and rubber bumpers. **Market Forge Co., Garvey St., Everett, Mass.**

For more details circle #679 on mailing card.

Cooler for Bottled Milk Stores and Dispenses

The new model MC-10 all-steel refrigerated cabinet designed for storage and manual dispensing of bottled or carton milk has been announced. The new unit is trimmed in stainless steel and finished in white "hi-bake Dulux" enamel. Two stainless steel doors easily glide open or shut, and the two heavy wire shelves can be adjusted to accommodate half-pint, pint or quart size bottles or cartons. They can also be removed when necessary.

The cabinet, which can be operated on a regular 115 volt lighting circuit, has an adjustable temperature range of from 36 to 45 degrees F. There is a drain hose in the rear for cleaning. The unit, measuring 37 inches long, 28 inches wide, and 73 inches high, accommodates 432 half-pint, 264 pint, or 126 quart plus 84 half-pint bottles, or 516 half-pint, 344 pint, or 168 quart plus 84 half-pint

cartons. It can also be used for storage of 10 quart automatic dispenser cans. **Schaefer, Inc., 801 Washington Ave., Minneapolis 1, Minn.**

For more details circle #680 on mailing card.

What's New ...

Hydraulic Device Facilitates Folding of Table

A specially engineered hydraulic cylinder in the folding mechanism of the

Erickson Folding Lunchtable simplifies opening and closing. The 14 foot table and bench unit is unlatched and unfolds gently, quietly and quickly into place without effort. The table is easily wheeled to the desired location and can be handled by one maintenance man. Use of the new table and bench units permits rapid conversion of any available space for special uses. The units are as easily folded when ready to be moved or returned to storage.

High pressure plastic laminate tops on tables and benches make the units easy to keep clean. Five attractive colors are available so that the units add cheerful color areas to the multi-purpose room. The patented understructure of 1⅛ inch square formed steel is designed for heavy duty service. The self-attached casters for complete portability are non-marring. **Haldeman-Homme Mfg. Co., 2580 University Ave., St. Paul 14, Minn.**

For more details circle #681 on mailing card.

Flashing Flare Beacon for Emergency Use

A new low-cost, battery charged beacon light is offered for use in emergency situations. The new Flashing Flare

Beacon, Model No. 108-F, has a flashing bulb covered with a red Fresnel lens of durable molded plastic. The light is started and stopped by pushing a switch. It is powered by one standard 6 volt lantern battery which is housed in a sturdy, waterproof steel case finished in red enamel. Batteries are replaced quickly as there are no wires to connect. The Fresnel lens is also available in blue, green, amber and clear. **U-C Lite Mfg. Co., 1050 W. Hubbard St., Chicago 22.**

For more details circle #682 on mailing card.

(Continued on page 132)

What's New ...

Lightweight Nesting Chair Has Novel Design

An interesting, simplified design is used in the new Easi-Nest nesting chairs.

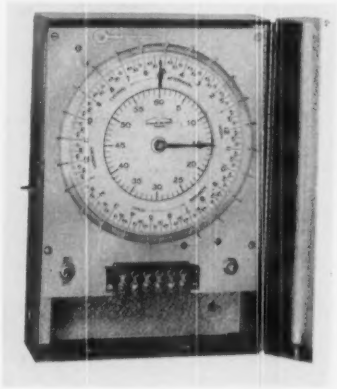
The chairs are sturdy and unusually comfortable for portable chairs, yet they nest tightly together, occupying minimum space for storage and transport. Back and seat are of one-piece contour wood-fibered plastic with electrically welded frame. The design is simple, attractive and efficient for use and handling and chairs are exceptionally light in weight.

The chairs are easily set up or stacked for storage and require no folding. There are no friction parts to wear out and the chairs are so constructed that there are no rough edges or corners to snag or catch stockings or clothing. They are available in a wide choice of bright new colors. **Nestaway Products, 306 N. Vermont Ave., Los Angeles 4, Calif.**

For more details circle #683 on mailing card.

Signal Clock Has Accurate Timer

The Lumenite School Program Timer employs industrial time switch construction for accuracy and dependability of timing. In addition, it permits the changing of schedules with a minimum of effort and is easy to set. Signals can be set as close as five minutes apart and can be set from 5 to 30 seconds in length, as desired. Riders slipped into the notches around the rim of the clock are used to arrange the desired program and changes are effected by simply moving the riders to the new position. Push-button operation signals for alarms are provided with no interference with the timer cycle. The



clock is mounted in a steel case with a hasp locked door to prevent tampering. **Lumenite Electronic Co., 407 S. Dearborn St., Chicago 5.**

For more details circle #684 on mailing card.

Stage Curtain Track Curves to 90 Degree Angle

The new Curvit-Sure aluminum, completely ball-bearing stage curtain track can be curved to six foot radius 90 degree angle. The track is designed to fit most curved layouts, even where relatively sharp radii are involved. It can also be mounted for straight runs and for walk-along type of operation on cycloramas. It will support curtain weights up to 800 pounds.

Two Curvit-Sure models are available. Model 340 is installed single in one section and Model 350 is a double sectioned unit. Both can be mounted directly to the ceiling or suspended, and may be curtain control operated or hand operated by a floor pulley. The cord is concealed in the channel itself, not exposed underneath the track, and moves through troughs running parallel on each side of the center supporting beam of the channel. The line is designed for medium and heavy duty cord-operated curtain track and offers trouble-free curved traverse movement. **Automatic Devices Co., 2121 S. 12th St., Allentown, Pa.**

For more details circle #685 on mailing card.

(Continued on page 134)

Even a knight in metal armor needs no grippers to walk safely on a VELVA-SHEEN treated floor! The non-slip qualities of VELVA-SHEEN are attested to by the Underwriter's Laboratory tests! AND from an economy standpoint, armor-plating your floors with VELVA-SHEEN gives a beautiful, long-lasting, dust-free surface. Remember, 15,000 sq. ft. of floor space can be maintained dustlessly and easily with VELVA-SHEEN at a cost of only 37c per week for materials.

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Velva-Sheen

the MODERN mop treatment for DUSTLESS sweeping

Majestic Wax Company
DENVER, COLORADO

What's New ...

Product Literature

• Azrock resilient floor tile is presented in three new folders released by Uvalde Rock Asphalt Co., Azrock Products Division, Frost Bank Bldg., San Antonio 6, Tex. Specifications on the complete line of **Azrock Asphalt Tile** are given in a four page catalog sheet illustrated in full color. **Azrock Asphalt Tile Terrazzo Tones** are shown, with suggested uses, in a second folder. The third new folder shows the complete line of **Azphlex Vinylized Tile,** both Terrazzo and Marble Tones.

For more details circle #686 on mailing card.

• **Owens-Illinois Glass Block** and its functions is the subject of a new catalog brought out by Kimble Glass Co., Toledo 1, Ohio. The catalog lists various glass block patterns including light and solar heat controlling blocks, as well as advantages of specific patterns, installation details, and various tables of interest to architects and builders.

For more details circle #687 on mailing card.

• The entire line of **Nissen Trampolines** is illustrated and described in the new 16 page catalog issued by Nissen Trampoline Co., Dept. G, 200 A Ave. N.W., Cedar Rapids, Iowa. Complete specifications are given on each Nissen Trampoline model with separate sections of the catalog devoted to the various types of Trampolines, optional equipment and parts, and instructional aids. Also included is a partial list of users of this equipment.

For more details circle #688 on mailing card.

• The colors and patterns of **St. Regis Panelyte Decorative Laminated Plastic Surface** are illustrated in an 8-page catalog available from St. Regis Paper Co., 230 Park Ave., New York 17. Printed in full color, the catalog carries illustrations of St. Regis Panelyte in use in institutions, line drawings showing Panelyte installation details and charts giving test and application data on this attractive, impervious laminating material.

For more details circle #689 on mailing card.

• A teacher's manual has been prepared by Preston E. James, chairman of the department of geography, Syracuse University, and Shirley Hess, Syracuse University, for use with the Aero Relief Map of the United States and titled, **"Better Teaching With Relief Maps."** The manual has 38 pages and contains many maps and exercises to help the student to a better grasp of map facts. It is fully illustrated and is written in text book style with questions on each section discussed and suggestions for independent activities. The book is fully indexed under various departments and is available from Aero Service Corp., 210 E. Courtland St., Philadelphia 20, Pa.

For more details circle #690 on mailing card.

• **The 1956-57 Catalog of instructional materials** to help teachers has been issued by The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. The catalog describes, with many key frame illustrations, 400 class-tested filmstrips in color and black and white. Other materials discussed include recordings which accompany some filmstrips, and new filmstrip kits. The materials are listed by subject area for easy reference.

For more details circle #691 on mailing card.

• A new eight page catalog on **"Hinges for Modern Buildings"** is available from McKinney Mfg. Co., 1715 Liverpool St., Pittsburgh 33, Pa. Hinges for institutional use are described and illustrated as is forged iron door hardware. Special features of the McKinney hinge construction are discussed in the catalog.

For more details circle #692 on mailing card.

• The new **McGraw-Hill Text-Film Catalog** describes all 16 mm films produced and distributed by McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 36. Films are listed alphabetically by title and again by classification of subject matter. Length, price and age-level are included with description of each film.

For more details circle #693 on mailing card.

(Continued on page 136)

What's New ...

• **"The New 1956 Line of Modern Business Training Desks for High Schools and Universities"** is described and illustrated in a folder available from Desks of America, Inc., Bridgeport 6, Conn. Descriptive data and architect's specifications are given in the six page brochure which also carries an editorial story on the proper use of typing desks.

For more details circle #694 on mailing card.

• The Business Education Division of Underwood Corp., 1 Park Ave., New York 16, has prepared a new self-instruction text book entitled, **"Electric Typing is Easy Typing."** Designed to acquaint typists with the Underwood electric typewriter through a series of carefully planned lessons and drills, the compact booklet is easy to read. Included are drills on rough drafts, stencil cutting, business letters and a unique method of tabulation.

For more details circle #695 on mailing card.

• Different types of destructors and incinerators for use in hospitals, schools and other institutions are described in **Bulletin No. 181** offered by Morse Boulger Destructor Co., 80 Fifth Ave., New York 11. The 12 page bulletin describes Cell Types, Ready-Built and Flue Fed Types in detail and contains information helpful in selecting the right type and size of incinerator for varying institutional needs.

For more details circle #696 on mailing card.

Film Releases

"The Medieval Knights," "The Medieval Crusades," "The Medieval Gilds," "The Medieval Manor," "The Constitution of the U.S.," "The Bill of Rights," "The Declaration of Independence by the Colonies," "Flowers at Work," "Vacances En Normandie," "The Wheat Farmer" and "Learning About Your Nose," all 16 mm sound, color or black and white. "The Bear and the Hunter," "Exploring the Night Sky" and "Gray Gull the Hunter," 16 mm sound, in black and white. "Famous American Stories" color filmstrip series: "The Gold Bug," "Tom Sawyer," "Evangeline," "Man Without A Country," "The Great Stone Face" and "The Luck of Roaring Camp." **Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.**

For more details circle #697 on mailing card.

Primary language arts films, "Fluffy, the Ostrich," "Polly, the Parrot" and "Shaggy, the Coyote," all sound, color or black and white. New swimming technic, "The Dolphin Kick," sound, in black and white. **Coronet Films, 65 E. South Water St., Chicago 1.**

For more details circle #698 on mailing card.

"Beethoven Sonata," "Mau Mau," "The Doctor Ordered Clay" and "Britain's Choice," 16 mm. **British Information Services, 30 Rockefeller Plaza, New York 20.**

For more details circle #699 on mailing card.

"Living In Africa" color filmstrip series: Living in North Africa, Living in Egypt and Sudan, Living in Central Africa and Living in Eastern and Southern Africa. "Health" color filmstrip series: Right Breakfast, We Have You Covered (Common Cold), Tale of a Toothache, You're On Parade. "Safety" color filmstrip series: Be a Better Pedal Pusher, School Safety, Safe Home-Safe Living. **Society for Visual Education, Inc., 1345 Diversey Pkwy., Chicago 14.**

For more details circle #700 on mailing card.

"Behind the Ticker Tape," free 16 mm film, explains simply the story of the American Stock Exchange. **United World Films, Inc., 1445 Park Ave., New York 29.**

For more details circle #701 on mailing card.

Suppliers' News

Fenestra Incorporated is the new corporate name of the **Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich.,** manufacturer of steel windows which have carried the name Fenestra, the Latin word for window, since the company acquired exclusive patent rights from an English firm to manufacture and market the Fenestra window in the United States. The Fenestra label is now carried not only on the windows but also on wall, floor and ceiling panels, exterior and interior metal doors and roof deck.

PRODU

Ind

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American Seating Co.

656 Outdoor Air Louver
American Air Filter Co., Inc.

657 Motion Picture Camera
Bell & Howell Co.

658 Fire Alarm
Edwards Co., Inc.

659 Ironing Board Cabinet
Geneva Modern Kitchens

660 Crestone Acoustical Tile
Armstrong Cork Co.

661 Reading Pacer
Lafayette Instrument Co.

662 Hot Foods Vendor
The Vendo Co.

663 Study Top Desk
Griggs Equipment Co.

664 Soft Drink Crystals
Edward Don & Co.

665 Swimming Pool Filter
Swimquip, Inc.

666 Utility Service Trucks
The Paul O. Young Co.

667 Tak Adhesive
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668 Fruit Dessert Mix
Vacu-Dry Co.

669 Port-A-Fold Seats
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670 Teacher's Cabinet
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706 American Seating Company
School Seating .....

707 Arlington Seating Company
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Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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662 Hot Foods Vendor
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Griggs Equipment Co.

664 Soft Drink Crystals
Edward Don & Co.

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696 Bulletin No. 181
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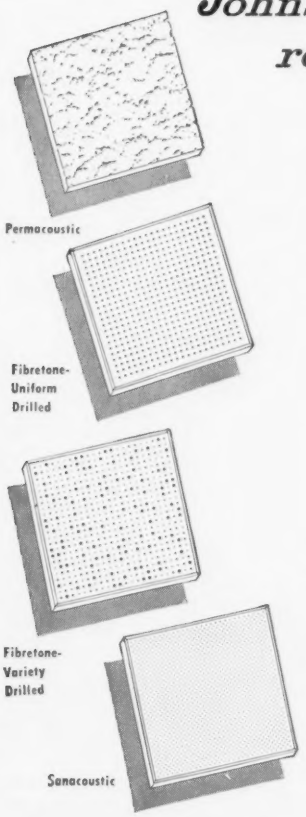

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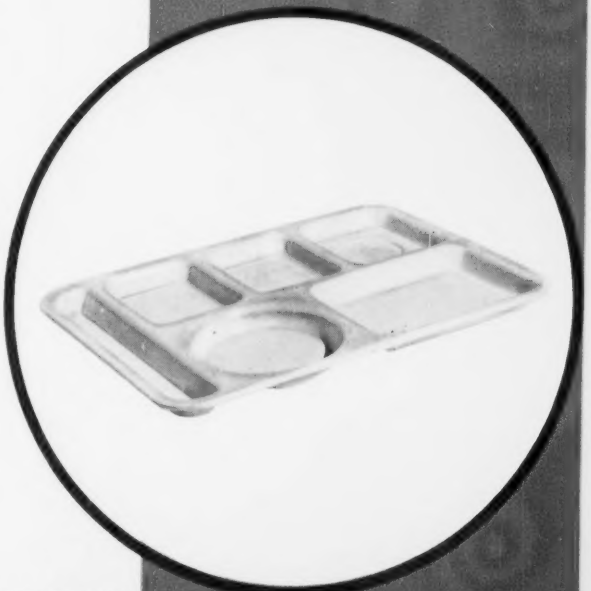

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